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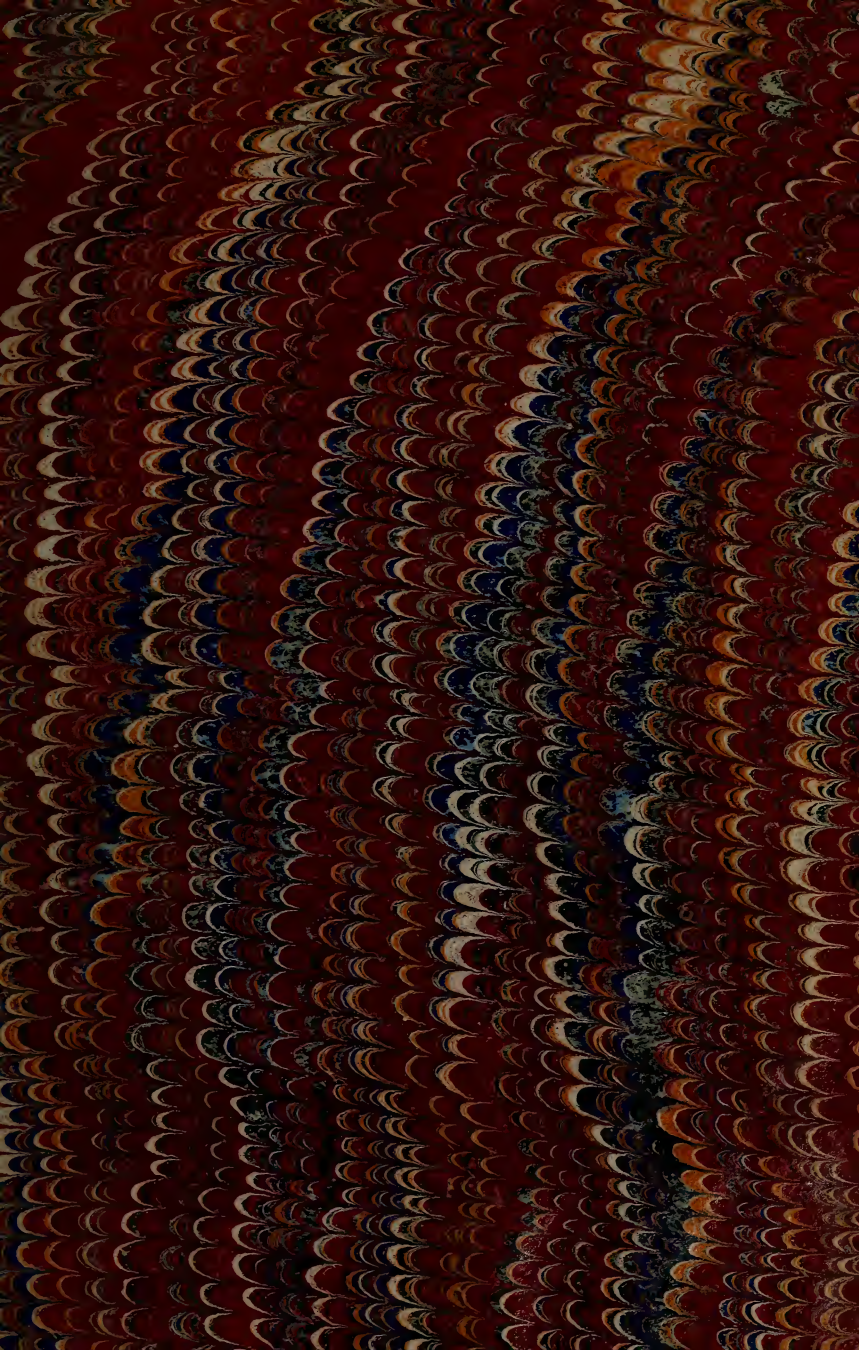
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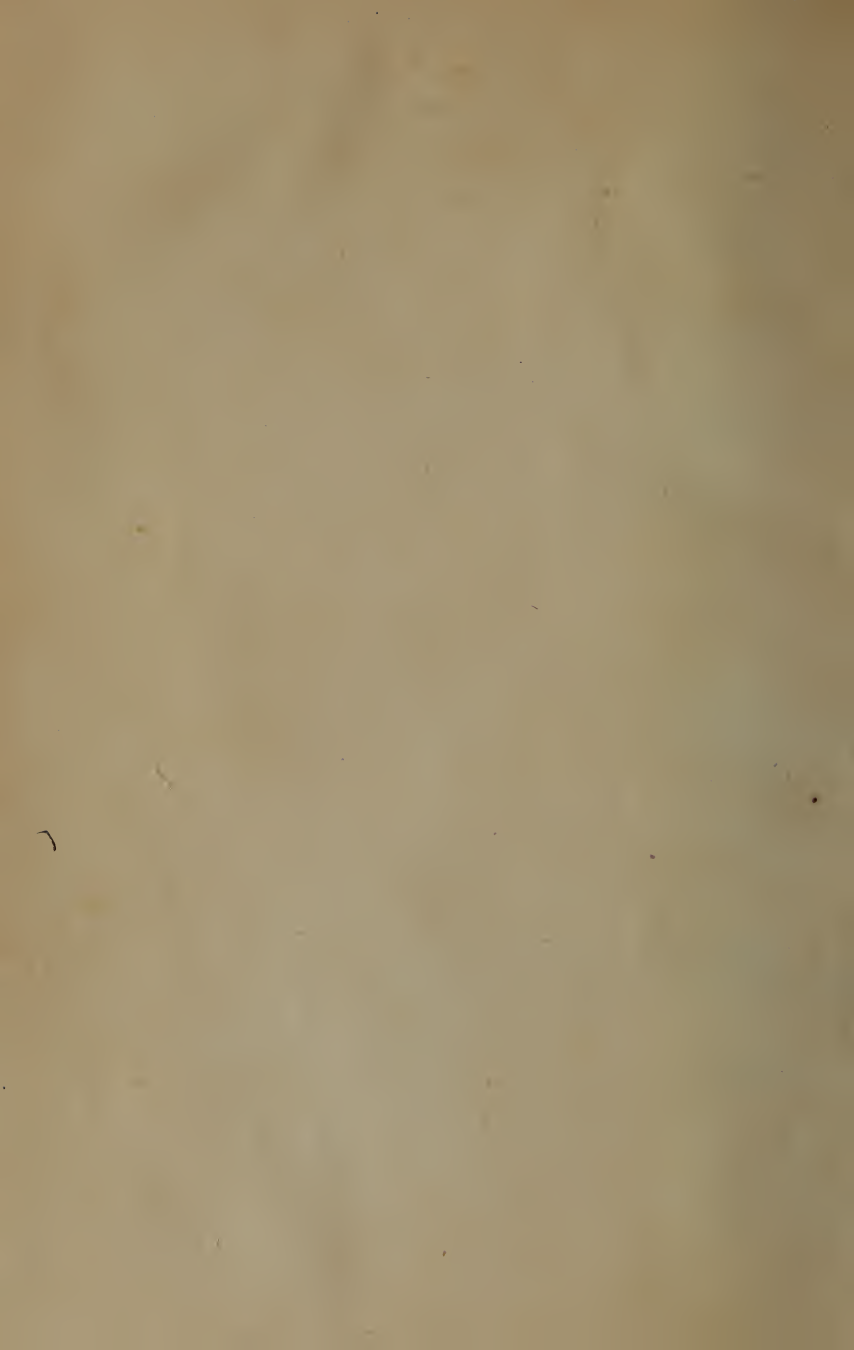
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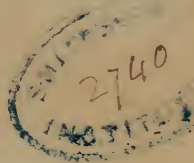
McMunn's Graphic Grammar.

A
GRAMMAR
OF THE
ENGLISH LANGUAGE,
DESIGNED FOR THE ILLUSTRATION OF
A SERIES OF
GRAMMAR CHARTS.

BY
JOHN B. McMUNN.

NEW YORK:
LAMPORT, BLAKEMAN & LAW,
8 PARK PLACE.

1853.



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JOHN B. McMUNN,

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P R E F A C E.

THIS Work is an effort to furnish a Grammar of the English Language, combining practical utility with scientific precision, for the purpose of meeting the exigencies of the present advanced and daily improving method of elementary teaching.

In classification and arrangement, it corresponds with the Graphic Grammar Charts which it is designed to explain ; and, taken together, they constitute one harmonious system of English Grammar, scientific in principle, and comprehensive in detail.

The author feels it his duty to acknowledge his obligations to his predecessors, in the same department of literature, for the liberal use which, in many instances, he has made of their labors in the following pages ; since, free from any affectation of entire originality, he has not scrupled to avail himself of them, when they suited his plan and

arrangement, and could be adapted to the particular purpose for which they are introduced. In doing so, however, he trusts, the intelligent reader will perceive that he has neither copied with servility, nor implicitly adopted their decisions; but, striving to be something more than a mere compiler, he has made many emendations and original improvements, and elucidated some principles, which seem to have escaped the observation of all other grammarians.

That this work could be faultless, would be to account it a super-human production. For mistakes, oversights, and omissions, which may have escaped the author's attention, his only plea is, that liability to err which is the lot of all.

With these remarks, he respectfully submits his work to the consideration of an intelligent public, on whose judgment he relies for that reception of it which its merits shall be thought to deserve, and beyond which he has no desire to claim either favor or patronage.

MIDDLETOWN, ORANGE CO., New York, }
July 5, 1853. }

CIRCULAR.

M^c MUNN'S GRAPHIC GRAMMAR:

A Series of Grammar Charts on an Original Plan ;

Exhibiting the Rules of the English Language by

GRAPHIC ANALYSIS AND TABULAR ARRANGEMENT ;

Rendering them obvious to the MIND and indelible upon
the MEMORY ; adapted both to PUBLIC and PRIVATE
SCHOOLS, and

DESIGNED TO BE EMINENTLY AUXILIARY TO THE PRE-
SENT POPULAR GRAMMARS AND METHODS OF
INSTRUCTION.

BY JOHN B. Mc MUNN.

It will be no slight recommendation of these Grammar Charts, to Teachers and Superintendents of Schools, that they can be immediately introduced into classes, already formed, without requiring a change of the Grammars now in use, or of any system of instruction that may have been established.

They will be found to harmonize, both in classification and nomenclature, with the improved Grammars most generally adopted ; and this small Text-book which is designed to accompany them, and to which they numerically refer, may be regarded rather as a compendious abstract, auxiliary to all Grammars, than a troublesome innovation upon any.

The author, therefore, aims to effect a great improvement upon the more laborious and less effectual methods of grammatical tuition, at present pursued, without imposing the intermediate ordeal of reluctant and unaccustomed discipline, either upon teachers or pupils. On the contrary, he seeks and expects success only through the facile and gratified experience of both.

The importance justly attached to a knowledge of the Grammar of our own language, as an indispensable qualification for most of the higher avocations and positions in civilized society, and as the only security against ridicule and contempt, even in the humblest, causes it to be taught to the children of all classes, at a very early age. Indeed, it is probable that the almost religious ardor

with which this object, involving such alternatives, is sought, by the parents and guardians of youth, in modern times, and especially in this country, has hastily pretermitted, rather than deliberately developed the best means of attaining it.

Certain it is, that there is no branch of education in which children labor with such wearisome and ineffectual toil; with so little intellectual interest and comprehension; or for so small an amount of permanent acquisition. And it may be asserted, as an illustrative fact which but few will be eager to dispute, that scarcely one educated person out of thousands, who have studied grammar only in early youth, is able to parse a sentence at mature age. Many may both speak and write the language, with tolerable propriety, if they have been accustomed, in the interim, to the practice of good society, or of careful reading and writing; and they may be acutely sensible of every gross grammatical error that meets their eye or ear. But the vast majority who are thus far accurate and sensitive, have become so through these extraneous advantages alone, and in absolute independence of obligations to grammar. Comparatively few of them could assign a grammatical rule for their own accuracy, or for the errors they detect in others. They resemble persons, of good musical aptitude, who play by ear, with great self-complacency, and general admiration; but who are perpetually liable to blunders, literally ludicrous to every educated musician. And such is the practical condition of our language, even in this country, under the existing system of grammatical instruction. It systematically involves a deplorable sacrifice of youthful time and toil, for an evanescent acquirement of which scarcely a vestige remains, when its possession, in unimpaired completeness, becomes of inestimable value.

Assuming this statement to be as unimpeachable as it is unreserved, it is evident that so prevalent a failure, in the grammatical department of education, must be attributed either to the inherent difficulties of the study, or to the inadequacy of its present facilities, to the powers of the juvenile mind. The latter cause, as measured by the former, undoubtedly affords the true explanation. The inherent difficulties are so great as to demand greater facilities for surmounting them than have heretofore been provided.

The majority of children are chained to the study of grammar, before they have either heard or read any considerable number of the words of the language to which its imperious rules are to be applied, in diversified and inexhaustible examples. Even its terms are, at once, more abstract in meaning, more technical, and more exclusively remote from ordinary use and association, than those of most other sciences; while its rules—especially in a language, like our own, of rapid growth and still crude formation—admit of disquisitions requiring the subtlest metaphysical analysis, and the clearest intellectual decisions.

That a science of this abstruseness, even to adults, demands every possible simplification for childhood, is but too evident in the imperfect manner in which it is ordinarily acquired and retained. Yet, singular to say, it has been furnished with fewer and feebler collateral aids, than others which need them incomparably less. Arithmetic, the science of numbers, everywhere replete with simple, graphically obvious and beautiful distinctions and analogies, is supplied with tables and self-proving rules, which cover the whole field of its applicability. Hence children, who soon forget almost every case, mood and tense of Grammar, remember the multiplication table, and the four rules of Arithmetic, which it illustrates, to the end of life. Geography, a still more simple study, requiring but little intellectual effort, is still more profusely supplied with delineated illustrations; and oceans, islands, capes, continents and kingdoms, are depicted to the eye, as well as defined to the ear. Astronomy, though requiring, as popularly taught, but little more than an elementary knowledge of Arithmetic to solve its problems, is facilitated, like Geography, by innumerable diagrammatic illustrations and mechanical devices, such as charts, globes and orreries; and, like Chemistry and Natural Philosophy, by various ocular demonstrations. But Grammar, the most intellectual and abstract of all the sciences, taught in early youth, is left entirely to verbal memory, without a single extra appliance to interest and sustain the mind. Even in learning the alphabet, the child's attention is arrested by the graphic novelty of each successive character, and is encouraged by seeing the whole course and end of his task at a single view; while, in Grammar, all is mentally vague, uninviting, and consciously abortive.

Impressed with the importance of engaging every available external sense to coöperate in mental labor, the author has attempted to provide those aids for the acquisition of Grammar, as far as the subject admits of them, that are so successfully employed in other studies. In a series of FIVE CHARTS, executed on a large scale, he presents to the eye of the student, and to a whole class at once, the distinctive character and functions—the divisions, classes, groupings and modifications—of the successive parts of speech, that comprise the whole body of the language. Each part is further illustrated by practical examples, in tabular forms not heretofore devised; and there is no elementary rule, nor important exception to a rule, that is not thus visibly exemplified.

Each chart exhibits a clear and entire view of the distinct branch of the language which it embraces; and in the series of five charts, the pupil has a complete and encouraging survey of his whole task, both in its magnitude and its minuteness. The unexplored future of the Grammar book, loses its chimerian terrors, and the many labors of Hercules, reduced to five, are

performed by observation. Indeed, the acquisition of a thorough knowledge of grammatical science, is rendered almost as easy as that of five distinct plants in a conservatory, from the character of their branches, foliage and flowers; and is attended with the additional satisfaction of knowing that this system of grammatical botany has no specimens that are not included in this compendious collection.

The triumphant facilities thus afforded to the pupil, must prove equally valuable and gratifying to the teacher. His protracted and arduous labors will be reduced at least two-thirds in point of time, and still more in intensity; and the large proportion of time thus saved, may be appropriated to other important purposes. Indeed, the author hesitates not to aver that a more complete and permanent knowledge of all the essential principles of the language can be acquired, by means of these charts, in three months, than can possibly be obtained without them in as many years. And he is fortified in this confident prediction, by the concurrent opinion of many persons of great judgment and experience.

With these views he respectfully submits his Grammar Charts to the consideration of Parents, Teachers, Superintendents and Trustees of Schools, under the hope that they will be deemed worthy of a speedy introduction and adoption by them, and by all others who possess a direct influence or interest in providing the best means of private or popular education.

The Charts are lithographic prints, of large dimensions, drawn in a bold and conspicuous style, and mounted upon cloth, at no inconsiderable expense. They will be sold at the moderate price of \$10 a set; one series being deemed sufficient for the use of any school of ordinary size.

SUGGESTIONS TO TEACHERS.

1. THIS work is designed as a Text-book, to accompany and illustrate the Graphic Grammar Charts ; and although its classifications and arrangements are peculiarly adapted to them, yet it may be used as advantageously without them as any other grammar.

2. The figures attached to the definitions of the various parts of speech, and to the observations and remarks under them, denote their reference to corresponding figures on their respective Charts.

3. The more important definitions, rules, and observations, are printed with large type, for the purpose of designating what parts those beginning the study of grammar should learn, the first time of their going through the book. These should be very accurately and thoroughly committed to memory. To this end, and for indelibly impressing them upon the memory, they should be repeated over and over again in their parsing recitations, in like manner as they are in the examples for parsing. Those parts which are difficult to be understood, should be illustrated and made plain by the oral instruction of the teacher.

4. The subordinate definitions and explanations which serve, in most cases, to explain the principal subjects, are printed with smaller type. These, or the most of them, will be perused and learned by the student to the greatest advantage, if postponed till the second time of their going through the book.

ENGLISH GRAMMAR.

ENGLISH GRAMMAR is the art of speaking and writing the English language with propriety.

It is divided into four parts, namely, —Orthography, Etymology, Syntax, and Prosody.

1. *Orthography* treats of the nature and sounds of letters, and the correct method of spelling words.

2. *Etymology* treats of the different sorts of words, their classification, and various modifications.

3. *Syntax* treats of the agreement, government, and arrangement of words in sentences.

4. *Prosody* treats of punctuation, the true pronunciation of words, and the laws of versification.

PART I.

ORTHOGRAPHY.

Orthography treats of the nature and sounds of letters, and the correct method of spelling words.

As instructions in this part of grammar are given in spelling-books and dictionaries, they are omitted in this work.

PART II.

ETYMOLOGY.

Etymology treats of the different sorts of words, their classification, and various modifications.

There are, in English, nine sorts of words; or, as they are commonly called, **PARTS OF SPEECH**, namely, the *Article*, the *Noun*, the *Pronoun*, the *Adjective*, the *Verb*, the *Adverb*, the *Preposition*, the *Conjunction*, and the *Interjection*.

1. An *Article* is a word placed before nouns to limit their signification; as, *a* garden, *an* eagle, *the* woman.

2. A Noun is the name of any person, place, or thing; as, *John, New York, school, justice, reflection.*

3. A Pronoun is a word used instead of a noun; as, "The man is happy; *he* is benevolent; *he* is useful."

4. An Adjective is a word used to qualify or define nouns; as, a *long* journey; *that* boy; *each* girl; *fifty* dollars.

5. A Verb is a word that signifies *to be, to do, or to suffer*; as, I *am*, I *rule*, I *am ruled*.

6. An Adverb is a part of speech joined to a verb, a participle, an adjective, or another adverb, to express some quality or circumstance respecting it; as "He reads *well*;" "he is *secretly* plotting mischief;" "a *truly* good man;" "he writes *very* correctly."

7. A Preposition is a word *placed before* a noun or a pronoun, to connect it with another word, and to show the relation between them; as "He went *from* New York *to* Boston *with* me."

8. A Conjunction is a word that is chiefly used to connect sentences, so as out of two or more, to make but one sentence. It sometimes connects only words; as, "Thou *and* he are happy, *because* you are good;" "two *and* three are five."

9. An Interjection is a word *thrown into* a sentence, to express some strong or sudden

emotion of the mind; as, *Ah! For shame!*
Oh! Alas!

ARTICLES.

1. An *Article* is a word placed before nouns to limit their signification; as, *a* garden, *an* eagle, *the* woman.

2. There are two kinds of articles, the *Indefinite*, which is *a* or *an*; and the *Definite*, which is *the*.

3. I. The *Indefinite* article, *a* or *an*, points out one single thing of the kind, but no particular one; as, "Bring me *a* book; give me *an* apple;" that is, any book, or any apple.

4. *A* is used before words beginning with a consonant, or a consonant sound; as, *a* week, *a* year, *a* ewer, *a* euphony, *a* unit, many *a* one.

5. *A* becomes *an* before words, whether nouns or adjectives, beginning with a vowel, or a silent *h*; as, *an* infant, *an* only child, *an* honest man, *an* hour.

6. But when the *h* is sounded, the *a* only is to be used; as, *a* hand, *a* heart, *a* highway.

7. *A* or *an* signifies one, and can be joined to nouns of the *singular* number only; as, *a* man, *an* idle boy.

8. II. The *Definite* article *the* determines what particular thing and things are meant; as, "Bring me *the* book; give me *the* apples;" meaning some particular book or apples referred to.

9. The article *the* can be applied both to singular and plural nouns, whether they begin with vowels or consonants; as, *the* army, *the* armies; *the* man, *the* men; *the* house, *the* houses.

OBSERVATION.—The article *the* denotes objects in the same manner as *this* or *that*, *these* or *those*, but less emphatically; and seems to bear the same analogy to them, that *a* or *an* does to *one* and *any*.

REMARK.—The articles were erroneously classed with adjectives by many of the old grammarians, and their example is imitated by some at the present day. The following reasons may suffice for the distinct classification here adopted:

1. Articles belong to nouns, only when the latter are *expressed*, while adjectives may belong to them, whether expressed or *understood*.

2. Articles are *always* placed before nouns, while adjectives are *not* always so placed.

3. Articles *never* can represent nouns, while adjectives can, and often do.

EXAMPLES FOR PARSING.

"A book is on the desk."

A.....is an ARTICLE, which is a word placed before a noun to limit its signification; INDEFINITE, it points out one single thing of the kind, but not any particular one: and agrees with *book*, according to RULE I., which says, "The indefinite article *a* or *an* agrees with nouns in the *singular* number only, individually or collectively.

book.....is a COMMON NOUN, in the *singular* number.

is.....is a VERB; it is a word that signifies *to be*, *to do*, or *to suffer*; this verb signifies *to be*.

on.....is a PREPOSITION, it is a word placed before nouns and pronouns, to connect them with other words, and to show the relation between them; this connects *book* and *desk*, &c.

the.....is an ARTICLE; DEFINITE, because it determines what particular thing and things are meant; and agrees with *desk*, according to RULE I., which says, "The definite article *the* agrees with nouns both in the singular and the plural number."

desk....is a COMMON NOUN, because it is the name of a thing.

A new house. An old man. A horse. An apple. The men. The boy. The books. The paper. A useful article. An interesting story. An honorable man. A university. An hereditary title. An heretical opinion. A uniform appearance. A useless undertaking. A European citizen. Many persons were there. Numerous reports are in circulation. All men must die. Man is born to die.

QUESTIONS ADAPTED TO THE CHART OF ARTICLES.

1. What is an *Article*?
2. How many kinds of articles are there? Name them.
3. Define the *Indefinite* article.
4. Before what words is *a* used?
5. When does *a* become *an*?
6. When a word begins with an *h* sounded, which is used, *a* or *an*?
7. To nouns of what number *only*, can *a* or *an* be joined? and why?
8. Define the *Definite* article.
9. Can the article *the* be applied to nouns of both numbers? And can it, whether they begin with vowels or consonants?

NOUNS.

1. A *Noun* is the name of any person, place, or thing; as, *John*, *New York*, *school*, *justice*, *reflection*.

Obs.—The name of every thing that exists, or which we can see, hear, smell, taste, feel, or think of, is a noun.

Any word may also be known to be a noun, and distinguished as such from the other parts of speech, by the following characteristics, peculiar to nouns only:—

1. When it has before it an article, an adjective, or a noun or pronoun of the possessive case.

2. When its plural is formed by the addition of *s* or *es* to the singular.

3. When its possessive case is formed by the use of an apostrophe.

These signs show that such words as *another*, *other*, *one*, *former*, *latter*, &c., are nouns, especially when used in the plural number, or in the possessive case.

2. Nouns have four properties, namely, *Person*, *Number*, *Gender*, and *Case*.

CLASSES.

3. Nouns are divided into two general classes, *Proper* and *Common*.

4. I. A *Proper* noun is the particular name of an individual person, place, or thing; as, *George*, *Boston*, *Niagara*, *The Hudson*.

Obs.—As proper nouns are the names given to particular individuals, to distinguish them from all others, therefore,

5. *Proper* nouns are used only in the *singular* number.

6. A common noun may be used as a *proper* noun, to represent individuality, by placing before it, the definite article *the*, or the definitive adjective *this*, or *that*; as, “Thou art *the man* ;” “*that boy* is diligent ;” “*this girl* is studious ;” “*that river* is deep ;” “*The Park* ;” “*The Battery*.” It is in this way that a general term is made to serve as a substitute for a proper name.

7. II. A *Common* noun is the name of a

sort, or class of things ; as, *animal, man, bird, tree, &c.*

8. A proper name becomes common, when it is used in the plural number, and also when it has an article prefixed to it ; as, “ *The twelve Cæsars ;* ” “ *the Bonapartes* of the preceding generation ; ” “ He is *the Cicero* of his age ; ” “ He is as daring as *a Catiline ;* ” “ *The Bonaparte* who is Emperor of France ; ” “ He is *a Hercules, or an Achilles.* ”

Obs.—In the preceding examples, it is evident that “ *the Cæsars,* ” and “ *the Bonapartes,* ” are put for a class of individuals ; and that “ *the Cicero,* ” and “ *a Catiline,* ” are equivalent to the common terms, a great orator, and a daring conspirator. Hence, it will be observed, that articles prefixed to proper names, have the effect to make them common : and sometimes, the *definite* article *the* prefixed to a common noun, can make it serve as a substitute for a proper noun ; as, “ Thou art *the man.* ”

PARTICULAR CLASSES.

9. Common nouns include also the following *particular classes*, namely, *Compound, Collective, Abstract* and *Participial*.

10. A *Compound noun* is a noun composed of two or more words connected with a hyphen ; as, *man-servant, son-in-law, commander-in-chief, &c.*

11. A *Collective noun*, or noun of multitude, is the name of a collection of many individuals ; as, the *people, the Congress, an army, a school, a flock, a drove, &c.*

12. An *Abstract noun* is the name of a quality *abstracted* from its substance ; as, *goodness, whiteness, knowledge, pride, &c.*

Obs.—Most of the abstract nouns are formed from adjectives by

adding *ness*, as, from *sweet*, *sweetness*; from *good*, *goodness*, &c. Several are also formed with other terminations; as, *ity*, *ety*, *th*, *ence*, *dom*, &c.; as, *purity*, *variety*, *health*, *strength*, *insolence*, *freedom*, &c.

13. A *Participial noun* is the name of an *action*, or a *state of being*; as, *hunting*, *fishing*, *walking*; *standing*, *sitting*, *staying*, &c.

FORMATIONS OF THE PLURAL NUMBER AND THE POSSESSIVE CASE OF NOUNS.

The learning of this part may be deferred until after the pupils have learned the Numbers and Cases of the nouns, in their proper places, when they can return to it more understandingly.

The nominative and the objective case of nouns are always alike. The possessive is, therefore, the only case that is formed by *inflection*, or in which a mistake can easily be made. In order, therefore, that the pupils may be made familiar with its formation, and where the apostrophe should, on all occasions, be placed, they should give particular attention to the examples of the declension of nouns on the Chart, and be required to write similar exercises on a black-board, slate, or paper, until they can place the apostrophe in both numbers correctly.

14. The possessive case of nouns is generally formed by adding an apostrophe with the letter *s* after it, thus, *'s*, to the nominative in both numbers; as, *man*, *man's*; *men*, *men's*; *child*, *child's*; *children*, *children's*, &c.

15. When the nominative plural ends in *s*, the apostrophe only should be added to form the possessive plural; thus, *fathers*, *fathers'*; *mothers*, *mothers'*; *sons*, *sons'*, &c.

16. Nouns which end in *y* in the singular, with no other vowel in the same syllable, change the *y* into *ies* in the plural; as, *lady*, *ladies*; *fly*, *flies*; *city*, *cities*. But the *y* is not changed, when there is another vowel in the syllable; as, *day*, *days*; *key*, *keys*, &c.

17. Nouns ending in *fe*, or *f*, are made plural by changing those terminations into *ves* ; as, wife, *wives* ; leaf, *leaves*, &c.

18. Nouns ending in *x*, *s*, *sh*, and *ch* soft, form their plural by adding *es* to the singular ; as, fox, *foxes* ; miss, *misses*, dish, *dishes* ; peach, *peaches*.

19. Those nouns which are alike in both numbers, form their possessive by adding *s*, with the apostrophe before it in the singular, and after it in the plural ; thus, *sheep's*, *sheeps'* ; *deer's*, *deers'*.

20. Compound nouns, such as *father-in-law*, *son-in-law*, &c., are made plural by adding *s* to the first or principal word ; as, *fathers-in-law*, *sons-in-law*, &c. ; and they form their possessive, by adding *s* to the adjunct, with the apostrophe before it in the singular, and after it in the plural ; thus, *Singular*, father-in-law's, son-in-law's, &c. ; *Plural*, fathers-in-laws', sons-in-laws', &c.

21. Compound nouns, in which the *principal word* is put *last*, regularly terminate in *s* in the plural ; as, man-servant, man-servants ; fellow-citizen, fellow-citizens, &c. ; and their possessive is formed in the same manner as that of other nouns of like termination.

22. Most collective nouns admit both the singular and plural forms ; as, *school*, *schools* ; *meeting*, *meetings*, &c.

23. There are a few of the collective nouns, which have the form of but one of the numbers, and always a plural signification and construction ; as, *People*, *folks*, *rabble*, *peasantry*, *antipodes*, *public*, *populace*, *mankind*, *literati*, *minutiæ*, &c.

24. Some of the abstract nouns have the possessive case ; as, "For *righteousness*' sake ;" " *Virtue's* reward." And a few of them are sometimes used in the plural number. Most of them, however, have only the nominative and objective cases singular.

25. Participial nouns never have the possessive case, and but few of them are used in the plural number. For examples of the declension of the various nouns, see the Chart of Nouns.

EXAMPLES FOR PARSING.

" *Charles reads in his sister's book.*"

Charles is a noun, because it is the name of a person ; proper, because it is the particular name of an individual ; of

the third person, spoken of; singular number, it expresses but one; masculine gender, it denotes a male; in the nominative case, and governs the verb *reads*, according to RULE II., which says, "The nominative case governs the verb in person and number."

reads...is a verb, because it signifies to do something.

in.....is a preposition, which is a word placed before nouns and pronouns, to connect them with other words, and to show the relation between them.

his.....is a personal pronoun.

sister's..is a noun, &c. ; common, because it is the name of a sort, or class; of the third person, spoken of; singular number, it expresses but one; feminine gender, it denotes a female; in the possessive case, it expresses the relation of property; and is declined thus,—Nom. sister; Poss. sister's (with the apostrophe before the *s*, because it is in the singular number); Obj. sister; and is governed by *book*, according to RULE XI., which says, "A noun or a pronoun in the possessive case, is governed by the name of the thing possessed."

book...is a common noun, of the third person, singular number, and in the objective case, governed by the preposition *in*, according to RULE XIV., which says, "Prepositions govern the objective case."

New York is the largest city in America.

Saturday is the last day of the week.

January is the first month of the year.

I John saw these things, and heard them.

Children, obey your parents.

Saul the son of Kish, was the first king of Israel.

The children of Israel left Egypt under the guidance of Moses; they received the law at Mount Sinai, and sojourned forty years in the wilderness of Arabia.

The first twelve emperors of Rome are distinguished by the name of the Cæsars. The first of them was Julius Cæsar, a man equally illustrious as a general, a historian,

and an orator. He was alike the Alexander, the Demosthenes, and the Xenophon of his age.

The meekness of Moses, the patience of Job, and the wisdom of Solomon, have been celebrated in every age.

The enemy was cunning, but his cunning was nothing to that of our commander-in-chief.

Attorneys write deeds and mortgages.

A sheep's flesh is called mutton.

The wife of a duke is called duchess.

Peter's wife's mother lay sick of a fever.

Several strange phenomena have been observed this year.

The river is about one hundred feet deep.

Two flagstaffs were shot off, during the battle.

There are twelve cantos in the poem.

From these data he computed the area.

Parents' anxiety for their children's welfare is very great.

The ladies' behavior during their staying at school, was very commendable.

Farmers' club. Merchants' ledger. Ladies' book. Mechanics' institute. Carpenters' shop. Carpenters' tools. New-Year's gift. Gentlemen's ordinary. Sheep's pasture. Editor's table.

Purpose is the edge and point of character ; it is the superscription on the letter of talent. Character without it, is blunt and torpid ; genius without it, is bullion, splendid and uncirculating.

QUESTIONS ADAPTED TO THE CHART OF NOUNS.

1. What is a *Noun* ?
2. How many properties have nouns ? Name them.
3. Into how many general classes are nouns divided ? What are they called ?
4. What is a *Proper* noun ?
5. In what number only, are proper nouns used ?
6. How are common nouns used as proper nouns, to represent individuality ?

7. What is a *Common* noun ?

8. When does a proper name become common ? Give examples.

9. Name the particular classes which the common nouns include.

10. What is a Compound noun ?

11. What is a Collective noun ?

12. What is an Abstract noun ? Give examples.

13. What is a Participial noun ? Give examples.

14. How is the possessive case of nouns generally formed ?

15. When the nominative plural ends in *s*, how is the possessive plural formed ?

16. How do nouns ending in *y*, in the singular, with no other vowel in the same syllable, form the plural ? Give examples.

17. How are nouns ending in *fe* or *f* made plural ? Give examples.

18. How do nouns ending in *x*, *s*, *sh*, and *ch* soft, form their plural ?

19. How do those nouns which are alike in both numbers, form their possessive ?

20. How is the plural of such compound nouns as father-in-law, son-in-law, &c., formed ? And how is their possessive formed ?

21. How do those compound nouns having the principal word put last, terminate in the plural ? And how is their possessive formed ?

22. Do any of the collective nouns admit of both the singular and plural forms ?

23. What is said of such collective nouns as people, folks, rabble, &c. ?

24. Have abstract nouns a possessive case, and a plural number ? Which do most of them have ?

25. Do participial nouns ever have a possessive case ? And are any of them ever used in the plural number ?

PROPERTIES OF NOUNS AND PRONOUNS.

The properties of Nouns and Pronouns, are *Person, Number, Gender, and Case.*

PERSON.

1. *Person*, in grammar, is that property of nouns and pronouns that distinguishes the speaker, the hearer or person spoken to, and the person or thing spoken of.

2. There are *three* persons; the *first*, the *second*, and the *third*.

3. The *first person* is that which denotes the writer or speaker; as, "*I, Millard Fillmore, President, &c., do hereby declare and proclaim,*" &c. "*We must go home and take our books with us.*"

4. The *second person* is that which denotes the hearer or person spoken to; as, "*Son, give me thy heart;*" "*James and John, study your lessons, you are both idle.*"

5. The *third person* is that which denotes the person or thing spoken of; as, "*Harriet has gone to visit her friends;*" "*George studies his lessons well;*" "*Meekness controls angry passions.*"

6. Persons belong to *nouns, pronouns, and verbs.*

NUMBER.

7. *Number* denotes one object, or more objects than one.

8. There are, in the English language, *two* numbers; the *Singular*, and the *Plural*.

9. The *singular* number expresses but *one* object; as, *boy, book, virtue*.

10. The *plural* number expresses *more* objects *than* one; as, *boys, books, virtues*.

11. Numbers belong to *nouns, pronouns, and verbs*, to denote whether unity or plurality is meant.

CLASSES, BY MODES OF NUMBER.

Nouns, with respect to the different modes of forming their plural number, are divided into *Regular, Irregular, and Defective*.

I. *Regular nouns* are those which form their plural by adding *s* or *es* to the singular; as, *book, books; tax, taxes, &c.* The plural of most nouns is formed in this manner.

II. *Irregular nouns* are those which generally form their plural by a change of the singular or primitive word; as, *man, men; foot, feet; life, lives; fly, flies, &c.*

III. *Defective nouns* are those which have the form of but one of the numbers. Some of them, from the nature of the things which they express, have no plural; as, *John, gold, wheat, pitch, sloth, pride, &c.* And others, no singular; as, *tongs, scissors, alms, &c.*

I. REGULAR NOUNS.

The plural number of nouns is regularly formed by adding *s* to the singular; as *tree, trees; hand, hands; dove, doves; face, faces; thought, thoughts.*

Obs. 1.—But when the noun singular ends in *s*, *x*, *sh*, or *ch* soft, the plural is formed by adding *es* to the singular, and making it a separate syllable; as, *gas*, *gases*; *miss*, *misses*; *fox*, *foxes*; *dish*, *dishes*; *fish*, *fishes*; *church*, *churches*; *peach*, *peaches*.

Obs. 2.—Nouns ending in other consonants, including *ch* hard, except some which end in *f*, or *fe*, form their plural by adding *s* only to the singular; as, *tub*, *tubs*; *almanac*, *almanacs*; *chief*, *chiefs*; *plaintiff*, *plaintiffs*; *staff*, *staffs*, (military terms); *flag-staff*, *flagstaffs*; *monarch*, *monarchs*.

Obs. 3.—Most nouns ending in vowels or vowel sounds, form their plural regularly, as follows:—

Nouns ending in *a*, *e*, silent *u*, and *w*, are made plural by adding *s* to the singular; as, *era*, *eras*; *spade*, *spades*; *bureau*, *bureaus*; *swallow*, *swallows*.

Obs. 4.—Nouns, which end in *o*, preceded by another vowel, form their plural by adding *s* only; as, *folio*, *folios*; *embryo*, *embryos*; *tattoo*, *tattoos*.

Obs. 5.—Common nouns ending in *o*, preceded by a consonant, sometimes form the plural by adding *es* to the singular; as, *car-go*, *cargoes*; *hero*, *heroes*; *negro*, *negroes*; *mulatto*, *mulattoes*; *potato*, *potatoes*. And sometimes by adding *s* only; as, *canto*, *cantos*; *quarto*, *quartos*; *duodecimo*, *duodecimos*; *memento*, *mementos*.

Proper names form the plural, most commonly, by adding *s* only; as *The Ciceros*; *The Catos*.

There are some others of this termination, concerning which there is no uniformity in usage.

Obs. 6.—Nouns ending in *y*, preceded by another vowel, form their plural by adding *s* only; as, *day*, *days*; *key*, *keys*; *money*, *moneys*; *chimney*, *chimneys*; *attorney*, *attorneys*; *valley*, *valleys*.

Obs. 7.—Compounds formed of a *noun* and an *adjective*, or of *two nouns* connected by a preposition, generally form the plural regularly, by adding *s* to the *first* or *principal* word, as follows:—

<i>Singular.</i>	<i>Plural.</i>
Father-in-law,	Fathers-in-law.
Mother-in-law,	Mothers-in-law.
Son-in-law,	Sons-in-law.
Daughter-in-law,	Daughters-in-law.
Court-martial,	Courts-martial.
Commander-in-chief,	Commanders-in-chief.
Aid-de-camp,	Aids-de-camp.
Sergeant-at-arms,	Sergeants-at-arms.

OBS. 8.—Compounds in which the *principal word* is put *last*, and those ending in *ful*, regularly terminate in *s* in the plural; as follows:—

<i>Singular.</i>	<i>Plural.</i>
Man-servant,	Man-servants.
Maid-servant,	Maid-servants.
Fellow-citizen,	Fellow-citizens.
Fellow-servant,	Fellow-servants.
Spoonful,	Spoonfuls.
Handful,	Handfuls.
Pailful,	Pailfuls.

OBS. 9.—Proper names have the plural only when they refer to a race or family; as, *The Stuarts*, *The Edwards*, *The Campbell's*; or, to a number of individuals of the same name; as, *The four Georges*, *the twelve Cæsars*, *the two Scipios*.

OBS. 10.—In expressing the plural of a proper name, to which a title is prefixed, thereby forming one complex name, the *title*, and not the name, is most frequently varied to form the plural; as, *The Misses Hall*; *the Messrs. Hall*. The present usage, however, is very unsettled and conflicting, for there are good writers and respectable grammarians that pluralize the *name*, and not the title; as, *the Miss Halls*, *the Mr. Halls*; and there are some others who pluralize both the title and the name; as, *The Misses Halls*, *the Messrs. Halls*.

When the names of the persons addressed are different, the *titles*, and not the names, are always pluralized; as, *Misses Lind* and *Parodi*; *Drs. Francis and Mott*; *Messrs. Hall and King*.

OBS. 11.—To denote the plural of characters, an apostrophe

and an *s* are used, as in the possessive case of nouns; thus, Two *a's*, three *b's*, four *g's*, five *2's*, six *20's*, &c.

II. IRREGULAR NOUNS.

Obs. 1.—The following nouns form their plural *irregularly* in different words; as,

<i>Sing.</i>	<i>Plural.</i>		<i>Sing.</i>	<i>Plural.</i>
Man,	Men.		Foot,	Feet.
Woman,	Women.		Tooth,	Teeth.
Child,	Children.		Goose,	Geese.
Ox,	Oxen.		Mouse,	Mice.
Brother,	Brethren or brothers.		Louse,	Lice.

Obs. 2.—Compound nouns terminating in *man*, *woman*, &c., form their plural in the same manner as the simple nouns; as, *alderman*, *aldermen*; *statesman*, *statesmen*; *washer-woman*, *washer-women*; *dormouse*, *dormice*.

Obs. 3.—The following nouns have two forms of the plural, each with a different meaning; as,

<i>Sing.</i>	<i>Plural.</i>
Brother, ..	{ brothers, ... Sons of the same parents. { brethren, ... Members of the same society or church.
Die, ...	{ dies, ... Stamp for coining. { dice, ... Cubes for gaming.
Fish, ...	{ fishes, ... When <i>number</i> is meant. [of <i>fish</i> .] { fish, ... When <i>quantity</i> is meant; as "a barrel
Genius, ...	{ geniuses, ... Persons of great mental powers. { genii, ... Fabulous spirits.
Index, ...	{ indexes, ... Pointers, or tables of contents. { indices, ... Algebraic exponents.
Pea, ...	{ peas, ... Distinct seeds; relating to <i>number</i> . { pease, ... In the mass; as, "a dish of <i>pease</i> ."
Penny, ...	{ pennies, ... Separate coins; as, "six <i>pennies</i> ." { pence, ... Value in computation; as, "six <i>pence</i> in
Cow, ...	{ cows, ... When <i>number</i> is meant. [silver]. { kine, ... When the <i>species</i> is described.
Sow, ...	{ sows, ... When <i>number</i> is meant. { swine, ... When the <i>species</i> is described.

Obs. 4.—Nouns adopted without alteration, from foreign languages, generally retain their original plural, as follows :—

<i>Sing.</i>	<i>Plural.</i>	<i>Sing.</i>	<i>Plural.</i>
Addendum,	Addenda.	Ignis fatuus,	Ignes fatui.
Animalculum,	Animalcula.	Lamina,	Laminæ.
Aphis,	Aphides.	Larva,	Larvæ.
Appendix,	{ Appendixes, or Appendices.	Legumen,	Legumena.
Apex,	Apices.	Magus,	Magi.
Arcanum,	Arcana.	Medium,	{ Media, or Mediums.
Automaton,	Automata.	Metamorphosis,	Metamorphoses.
Axis,	Axes.	Monsieur,	Messieurs.
Bandit, or } Banditto, }	Banditti.	Nebula,	Nebulæ.
Basis,	Bases.	Oasis,	Oases.
Calx,	Calces.	Parenthesis,	Parentheses.
Cherub,	Cherubim.	Phasis,	Phases.
Crisis,	Crises.	Phalanx,	Phalanges.
Criterion,	Criteria.	Phenomenon,	Phenomena.
Datum,	Data.	Radius,	Radii.
Desideratum,	Desiderata.	Radix,	Radices.
Dogma,	{ Dogmata, or Dogmas.	Saliva,	Salivæ.
Effluvium,	Effluvia.	Seraph,	{ Seraphim, or Seraphs.
Ellipsis,	Ellipses.	Stamen,	Stamina.
Emphasis,	Emphases.	Stimulus,	Stimuli.
Erratum,	Errata.	Stratum,	Strata.
Focus,	Foci.	Thesis,	Theses.
Formula,	Formulæ.	Tumulus,	Tumuli.
Genus,	Genera.	Virtuoso,	Virtuosi.
Hypothesis,	Hypotheses.	Vortex,	Vortices.

Obs. 5.—Some nouns ending in *f* and *fe*, are irregularly made plural by changing those terminations into *ves*; as, *beef*, *beeves*; *leaf*, *leaves*; *loaf*, *loaves*; *sheaf*, *sheaves*; *thief*, *thieves*; *calf*, *calves*; *wharf*, *wharves*; *wolf*, *wolves*; *half*, *halves*; *wife*, *wives*; *knife*, *knives*, &c., except *fife*, and *strife*, which are reg-

ular, and make *fifes* and *strifes* in the plural. *Staff*, (a walking-stick or cudgel,) forms its plural irregularly in *staves*.

Obs. 6.—Common nouns ending in *y*, preceded by a consonant, change the *y* into *i*, and add *es* to form the plural; as, *lady*, *ladies*; *fly*, *flies*; *city*, *cities*; *cherry*, *cherries*, &c. But proper names form their plural regularly by adding *s* only, without changing the *y*; as, the *Henrys*; the *Tullys*; the *Ptolemys*; the *Plinys*. Some grammarians, however, recommend the irregular form.

Obs. 7.—Some nouns are alike in both numbers; as, *deer*, *sheep*, *swine*, *species*, *series*, *apparatus*, *trout*, *salmon*, *shad*, &c. The singular and plural of such nouns are distinguished by having an article, or a definitive prefixed to them; as, *a deer*, *one deer*, *this deer*, *that deer*, &c.; *two deer*, *these deer*, *those deer*, &c.; *one cannon*, *twenty cannon*, &c.

III. DEFECTIVE NOUNS.

Plural only.

Obs. 1.—Usage has, in English, as well as in other languages, denied the form of the *singular number* to some nouns; as, *alms*, *annals*, *ashes*, *antipodes*, *ides*, *calends*, *archives*, *goods*, (merchandize,) *billiards*, *clothes*, *gallows*, *news*, *means*, *amends*, *customs*, *manners*, *letters*, (literature,) *pains*, *riches*, *thanks*, *remains*, &c. The following are those which are expressive of what nature or art has made *double*, or plural; as, *lungs*, *bowels*, *entrails*, *bellows*, *breeches*, *compasses*, *drawers*, *nippers*, *pantaloon*s, *pincers*, *tongs*, *scissors*, *shears*, *snuffers*, *trousers*, &c.

Obs. 2.—The proper names of groups of islands and ranges of mountains, may also be classed with those nouns which have no singular; as, the *Cordilleras*, the *Azores*, the *Hebrides*, the *Alps*, the *Appenines*, the *Andes*.

Obs. 3.—It is common to denote many of those nouns, which designate things consisting of two parts, and being the production of art, by using the word *pair*; as, a *pair* of bellows, a *pair* of scissors, a *pair* of pantaloons, &c.

Obs. 4.—The names of those sciences ending in *ics*, as *ethics*, *mathematics*, *metaphysics*, *tactics*, *mechanics*, *statistics*, *pneu-*

matics, optics, &c., and also, *alms, means, amends, wages, pains,* and *riches*, are sometimes construed as singular, but more frequently as plural nouns.

Singular only.

Obs. 5.—As we have some nouns which have no singular number, so, on the other hand, we have many more without a plural; some, from the nature of the things expressed, others by mere usage, as follows :—

1. All *Proper names* are singular, except when used in the sense of common nouns; as when we say, the *Cæsars*, the *Alexanders*, the *Bonapartes*, &c., in which we figuratively include all those who resemble them in their valor, conduct, virtue, vices, &c.

2. Nouns which denote things determined in quantity by weight or measure; as, *tea, sugar, wheat, oil, wine, &c.*, unless they express varieties or different sorts; as, “All *wines* contain alcohol;” “The *teas* of the Canton company,” &c.

3. The names of metals; as, *gold, silver, lead, iron, &c.*

4. The names of abstract or moral qualities; as, *hardness, softness, prudence, charity, justice, chastity, pride, envy, &c.* Some of this class of nouns are rendered plural, when varieties or different kinds are mentioned; as, *varieties, gravities, charities, &c.*

Obs. 6.—As the names of some of the sciences, such as *ethics, optics, &c.*, have no singular form of termination, so there are also others that have no plural; as, *geography, astronomy, astrology, arithmetic, logic, anatomy, surgery, chemistry, botany, &c.*

Obs. 7.—Some nouns are occasionally used in a singular form with a plural signification; as, *horse, foot, cavalry, cannon, sail, head, pair, dozen, brace, couple, hundred, thousand, &c.*; thus, “Fifty *horse*, and five hundred *foot*,” “two thousand *cavalry*,” “fifty *cannon*,” “twenty *sail* in the line;” “two hundred *head* of *cattle* for supplies.”

GENDER.

12. *Gender* is the distinction of sex.

13. There are commonly reckoned only

three genders, the *Masculine*, the *Feminine*, and the *Neuter*.

14. The *Masculine* gender is that which denotes animals of the *male* kind; as, *man*, *boy*, *lion*.

15. The *Feminine* gender is that which denotes animals of the *female* kind; as, *woman*, *girl*, *lioness*.

16. The *Neuter* gender is that which denotes *things* that are *neither* male nor female; as, *pen*, *ink*, *paper*.

Obs.—Such nouns as can be equally applied both to males and females, are said to be of the *common* gender; as, *friend*, *child*, *parent*, *cousin*, *bird*, &c.

17. Genders belong to *nouns* and *pronouns*.

The English language has three modes of distinguishing the two sexes, namely,

1. By different words; as,

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Bachelor,	Maid.	Horse,	Mare.
Boar,	Sow.	Husband,	Wife.
Boy,	Girl.	King,	Queen.
Brother,	Sister.	Lad,	Lass.
Buck,	Doe.	Lord,	Lady.
Bull,	Cow.	Man,	Woman.
Bullock, or Steer,	Heifer.	Master,	Mistress.
Cock,	Hen.	Nephew,	Neice.
Dog,	Bitch	Ram,	Ewe.
Drake,	Duck.	Songster,	Songstress.
Earl,	Countess.	Sloven,	Slut.
Father,	Mother.	Son,	Daughter.
Friar,	Nun.	Stag,	Hind.
Gander,	Goose.	Uncle,	Aunt.
Hart,	Roe.	Wizard,	Witch.

2. By a difference of termination ; as,

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Abbot,	Abbess.	Landgrave,	Landgravine.
Actor,	Actress.	Margrave,	Margravine.
Administrator,	Administratrix.	Marquis,	Marchioness.
Adulterer,	Adulteress.	Mayor	Mayoress.
Ambassador,	Ambadress.	Patron,	Patroness.
Arbiter,	Arbitress.	Peer,	Peeress.
Author,	Authoress.	Poet,	Poetess.
Baron,	Baroness.	Priest,	Priestess.
Bridegroom,	Bride.	Prince,	Princess.
Benefactor,	Benefactress.	Prior,	Prioress.
Chanter,	Chantress.	Prophet,	Prophetess.
Conductor,	Conductress.	Protector,	Protectress.
Count,	Countess.	Shepherd,	Shepherdess.
Czar,	Czarina.	Sorcerer.	Sorceress.
Duke,	Duchess.	Sultan,	{ Sultanness, or Sultana.
Emperor,	Empress.	Spectator,	Spectatress.
Executor,	Executrix.	Testator,	Testatrix.
Giant,	Giantess.	Tiger,	Tigress.
Governor,	Governess.	Traitor,	Traitress.
Heir,	Heiress.	Tutor,	Tutoress.
Hero,	Heroine.	Viscount,	Viscountess.
Host,	Hostess.	Votary,	Votaress.
Jew,	Jewess.	Widower,	Widow.
Lion,	Lioness.		

3. By prefixing a word denoting the sex ; as,

A <i>cock</i> -sparrow,	A <i>hen</i> -sparrow.
A <i>man</i> -servant,	A <i>maid</i> -servant.
A <i>he</i> -goat,	A <i>she</i> -goat.
A <i>he</i> -bear,	A <i>she</i> -bear.
A <i>male</i> -child,	A <i>female</i> -child.
<i>Male</i> -descendants,	<i>Female</i> -descendants.

Obs. 1.—The names of all things inanimate, or destitute of sex, are, in English, always of the neuter gender. But some nouns, naturally neuter, are figuratively regarded as being either in

the masculine or the feminine gender; as, when we say of the sun, "*He* is setting:" and of a ship, "*She* sails well."

OBS. 2.—It should be remembered, that this distinction of the genders of inanimate things, is chiefly for the purpose of properly substituting for them, when necessary, pronouns of the same gender.

OBS. 3.—In general, inanimate things, or abstract qualities, that convey an idea of strength, firmness, power or energy, are figuratively spoken of as being *masculine*; as, the *Sun*, *Time*, *Death*, *Love*, *Winter*, &c. Thus,

"The *Sun* *his* orient beams had shed."

"The *Angel of Death* spread *his* wings on the blast,
And breathed in the face of the foe as *he* pass'd."

"*Time* slept on flowers, and lent *his* glass to Hope."

OBS. 4.—On the contrary, things which are considered as beautiful, weak or prolific, or that are more of a passive than of an active nature, are generally spoken of as being *feminine*; as, The *Moon*, *Earth*, *city*, *ship*, *nature*, *spring*, *virtue*, *charity*, *wisdom*, &c. Thus, "And the *Moon* shall not cease, *her* light to shine." "And the *Earth* shall be shaken out of *her* place," "*Wisdom* hath builded *her* house; *she* hath hewn out *her* seven pillars."

CASE.

18. *Case* is the state or position of nouns and pronouns which denotes their relations to other words.

19. In English, there are three cases, the *Nominative*, the *Possessive*, and the *Objective*.

20. The *nominative case* simply expresses the name of a thing, or the subject of the verb; as, "The *boy* plays;" "the *girls* learn;" "*I* walk; *they* run; the *book* is torn."

Obs.—To find the nominative case, ask the question, Who? Which? What? and the word that answers the question is the nominative case; as, “Who plays?” Answer, the *boy*; *boy* is, therefore, the nominative case.

21. The *possessive case* expresses the relation of property or possession; as, “*Edwin’s* knife;” “*virtue’s* reward;” “*my* book.”

Obs. 1.—The possessive case of nouns, is generally formed in the singular number, by adding an apostrophe and the letter *s*, thus *’s*, to the nominative; as, “*Mary’s* ring;” “*John’s* hat.”

Obs. 2.—When the plural nominative ends in *s*, the apostrophe only is added; as, “On *eagles’* wings;” “the *drapers’* company;”

Obs. 3.—But when the plural nominative does *not* end in *s*, the possessive is formed in the same manner as it is in the singular, thus, *man’s*, *men’s*; *child’s*, *children’s*, &c.

Obs. 4.—Sometimes, also, when the singular ends in *s*, *ss*, *nce*, or any other letter sounding like *s*, or *z*, the apostrophic *s* is not added, chiefly to prevent an unpleasant succession of hissing sounds; as, “*Moses’* rod;” “for *goodness’* sake;” “for *conscience’* sake.”

22. The *objective case* expresses the object of an action, or of a relation, and generally follows an active-transitive verb, or a preposition; as, “I know *George*, he went to *school* with *me*.”

23. Cases belong only to *nouns* and *pronouns*.

DECLENSION OF NOUNS.

The declension of a noun, is the regular arrangement of its numbers and cases, in the following manner:—

	<i>Sing.</i>	<i>Plural.</i>		<i>Sing.</i>	<i>Plural.</i>
<i>Nom.</i>	Man,	Men,	<i>Nom.</i>	Mother,	Mothers,
<i>Poss.</i>	Man's,	Men's,	<i>Poss.</i>	Mother's,	Mothers',
<i>Obj.</i>	Man;	Men.	<i>Obj.</i>	Mother;	Mothers.

For other examples of the Declension of Nouns, see the Chart of Nouns.

EXAMPLES FOR PARSING.

"A man's life is short."

A is an *indefinite article*, and belongs to man's.

man's . is a *noun*, because it is the name of a person; *common*, it is the name of a sort or class; of the *third person*, it is spoken of; *singular number*, it expresses but one; *masculine gender*, it denotes a male; in the *possessive case*, it expresses the relation of property or possession, and is governed by the noun *life*, by RULE XI., which says, "A noun or a pronoun, in the possessive case, is governed by the name of the thing possessed."

life . . . is a *common noun*, of the third person, singular number, and is the nominative case to the verb *is*.

is is a *verb*.

short . . is an *adjective*.

<i>Singular.</i>	<i>Plural.</i>
My book's cover is blue.	Our books' covers are blue.
This sheep's fleece is heavy.	These sheeps' fleeces are light.
A house was burned.	Ten houses were burned.
A man shot a wolf.	The men shot several wolves.
New York is a large city.	Newark and Brooklyn are cities.
That table's leg is broken.	Those tables' legs are broken.
A loaf and a fish.	Five loaves and two fishes.
He has a deer's skin.	They have two deers' skins.
A mouse is in the trap.	Several mice are in the traps.
This house has but one chimney.	These houses have four chimneys.

Singular.

Plural.

A knife's blade is sharp.	The knives' blades are sharp.
This box's lid is nailed.	These boxes' lids are tight.
My horse's hoof is injured.	Their horses' hoofs are sound.
He walks with a staff.	He walks with two staves.
His foot was frozen.	His feet were frozen.
He has killed a beef and a calf.	He has killed two beeves and three calves. [ren.
His sister-in-law's child.	Their sisters-in-law's child-
That fly's wing is torn off.	Those flies' wings are torn off.
That was a phenomenon.	Those were phenomena. [en.
An ox's horn was broken.	The oxen's horns were brok-
There was but one fife in the band.	There were three fifes in the band.
It was a gentleman's hat.	These were gentlemen's hats.
A farmer's and a mechanic's house.	The Farmers and Mechanics' Bank.
An apprentice's indenture.	The apprentices' association.
One day's later news.	Four days' later news.

QUESTIONS ADAPTED TO THE CHART OF "THE PROPERTIES OF NOUNS AND PRONOUNS."

1. What is *Person*, in Grammar ?
2. How many persons are there ? Name them.
3. What is the first person ?
4. What is the second person ?
5. What is the third person ?
6. To what parts of speech do persons belong ?
7. What is *Number* ?
8. How many numbers are there ?
9. What does the singular number express ?
10. What does the plural number express ?
11. To what parts of speech do numbers belong ? and what to denote ?
12. What is *Gender* ?
13. How many genders are there ? Name them.
14. What is the masculine gender ?
15. What is the feminine gender ?

16. What is the neuter gender ?
 17. To what parts of speech do genders belong ?
 18. What is *Case* ?
 19. How many cases are there ? Name them.
 20. What does the nominative case express ?
 21. What does the possessive case express ?
 22. What does the objective case express ?
 23. To what parts of speech do cases belong ?
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PRONOUNS.

1. A *Pronoun* is a word used instead of a noun ; as, " the man is happy ; *he* is benevolent ; *he* is useful."

Obs.—The noun which a pronoun represents, is called its *antecedent*, because it usually precedes it.

2. Pronouns, like the nouns which they represent, have four properties, namely, *Person*, *Number*, *Gender* and *Case*.

Obs.—Pronouns are of the same person, number, and gender, as their antecedents.

CLASSES.

3. Pronouns are divided into three classes ; *Personal*, *Relative* and *Interrogative*.

I. PERSONAL PRONOUNS.

4. A *personal pronoun* is that which shows by its form, of what person it is.

5. There are five personal pronouns, namely, *I*, *thou*, *he*, *she*, *it* ; with their plurals, *we*, *ye* or *you*, *they*.

6. Pronouns have *three persons*, and each of the persons has *two numbers*, as follows :

Singular.

I is the *first person*, and denotes the writer or speaker.

Thou or *you* is the *second person*, and denotes the person addressed or spoken to.

He, *she* or *it* is the *third person*, and denotes the person or thing spoken of.

Plural.

We is the *first person*, and denotes the writer or speaker, and those *associated with* him.

Ye or *you* is the *second person*.

They is the *third person*.

7. Pronouns, like nouns, have three cases ; the *Nominative*, the *Possessive*, and the *Objective*.

8. The *genders* of personal pronouns, are distinguished by different words, in the *third person singular* only ; as, *he* is masculine ; *she* is feminine ; and *it* is neuter.

Obs.—The personal pronouns of the *first* and *second* persons, have no variety of form significant of sex ; the persons speaking and spoken to, being considered as present, and their sex known, need no distinction of gender in the pronouns ; but the *third person*, being considered as absent, and in many respects unknown, requires it to be designated.

The Personal Pronouns are thus declined :—

<i>Persons.</i>	<i>Cases.</i>	<i>Singular.</i>	<i>Plural.</i>
FIRST.	<i>Nom.</i>	I,	We,
	<i>Poss.</i>	My, or mine,	Our, or ours,
	<i>Obj.</i>	Me,	Us.
SEC.	<i>Nom.</i>	Thou,	Ye, or you.
	<i>Poss.</i>	Thy, or thine,	Your, or yours.
	<i>Obj.</i>	Thee,	You.
<i>Masculine Gender.</i>			
THIRD.	<i>Nom.</i>	He,	They,
	<i>Poss.</i>	His,	Their, or theirs,
	<i>Obj.</i>	Him,	Them.
<i>Feminine Gender.</i>			
THIRD.	<i>Nom.</i>	She,	They,
	<i>Poss.</i>	Her, or hers,	Their, or theirs,
	<i>Obj.</i>	Her,	Them.
<i>Neuter Gender.</i>			
THIRD.	<i>Nom.</i>	It,	They,
	<i>Poss.</i>	Its,	Their, or theirs,
	<i>Obj.</i>	It,	Them.

9. Most of the personal pronouns, have two forms of the possessive case. Those of the first form are always placed before the nouns *expressed*, which govern them; as, "This is *my* book;" "that is *her* pen," &c. But when the governing noun is *understood*, or is so placed as not immediately to follow the pronoun, all of them, except *his* and *its*, change their terminations, making those of the second form; thus, *mine*, *thine*, *hers*, *ours*, *yours*, and *theirs*, each of which is the two-fold representative of the *possessor*, and the *name* of the *thing possessed*, in two different cases at the same time; as, "This book is *mine*;" (my book;) that *pen* is *hers*;" (her pen;) &c.

Obs. 1.—*My* and *mine*, *thy* and *thine*, *her* and *hers*, *our* and *ours*, *your* and *yours*, *their* and *theirs*, are mutually convertible into each other, and precisely synonymous, each with its fellow, and also with the possessive nouns which they respectively represent, differing only in form, and in their respective positions in relation to the nouns that govern them, as the following examples will show :—

The possessive *before* the noun ; as, { That is *Jane's book*.
 { That is *her book*.

The possessive *after* the noun ; as, { That *book* is *Jane's*.
 { That *book* is *hers*.

Obs. 2.—*Mine* and *thine*, instead of *my* and *thy*, were formerly used before words beginning with a vowel or a silent *h*; as, “Blot out all *mine* iniquities.” “If *thine* eye offend thee,” &c.

This usage is now obsolete, or confined chiefly to the poetic and scripture styles.

10. The plural forms *you*, and *your* or *yours*, are now by universal usage, except in the solemn or poetic style, substituted for *thou*, *thy* or *thine*, and *thee* in the singular number, and contribute greatly to the harmony of our colloquial style of communication.

Obs. 1.—In all cases, *you*, though applied to but one person, must have a plural verb; as, “*you were*,” “*were you?*” not “*you was*,” “*was you?*” It also requires the plural form of the possessive pronoun; as, “*You are a good boy, and, therefore I shall grant you your request;*”—not *thy* request.

The custom of thus addressing a person in the plural form, originated in courtesy or obsequiousness.

Obs. 2.—The Society of Friends, or Quakers, consider it too formal to say *you* to *one* person, and, therefore, in all such cases, they say *thou* or *thee*. But they often say *thee*, when they should say *thou*; as, *Thee* did it, and *thee* said it," which are solecisms, and should be "*thou* didst it, and *thou* saidst it."

11. *His* always has the same form in the possessive, whether used before or after the noun; as, "This is *his* book," or "this book is *his*."

12. *Her* is the same in the possessive and objective cases. When

it is joined to a noun, it is in the possessive ; as, "Give Jane *her* book ;" and when standing alone, it is in the objective ; as, "Give the book to *her*."

13. The pronoun *It* is always of the same form, in the nominative and objective cases ; in the possessive case, it never has but one form, namely *its*, both before and after the noun which governs it.

COMPOUND PERSONAL PRONOUNS.

14. The *compound personal pronouns* are formed, in the *first* and *second* persons, by adding the word *self*, and its plural *selves*, to the simple possessives of the first and second persons of the personal pronouns ; thus, *myself*, *ourselves* ; and *thyself*, or *yourself*, *yourselves*.

15. And in the *third* person, they are formed by adding *self* and *selves* to the objective case of those of the third person ; as, *himself*, *herself*, *itself*, and *themselves*.

Obs. 1.—In the *first* and *second* persons, they express emphasis and opposition ; as, *I* did it *myself* ; *you* will hurt *yourself*, that is, not another. In the *third* person, they form a *Reflective* pronoun, and are used when an action is *reflected*, or thrown back upon the agent, denoting that the agent, and the object of the action are identical ; as, in the sentence, "Cato killed *him*," denotes that Cato killed some other person ; but, when we say, "Cato killed *himself*," it shows that the agent and the object of the action are the same.

Obs. 2.—All the compound personal pronouns are alike in the nominative and objective cases of the same person and number. They always want the possessive. In construction, they must always agree in *person*, *number*, and *gender*, with the noun or pronoun which they emphasize ; as, "*John* injured *himself* ;" "*Mary* consoled *herself* ;" "*We* hurt *ourselves* by vain rage."

16. *We* and *ourselves* are used instead of *I* and *myself*, by kings, emperors, editors of newspapers, and generally by authors. They include the councillors by whose advice kings and emperors are supposed to act; as, "*We, Nicholas*, autocrat of all the Russias." "*What then remains? Ourselves.*" An expression which Pope ludicrously applies to the king of the dunces. And with regard to editors and authors, *we* and *ourselves* imply that they are expressing opinions not exclusively their own.

OBS. 1.—*Own* is frequently added to the simple possessive pronouns in both numbers, for the purpose of expressing the relation of property or possession more emphatically; thus, *my own*, *thy own*, *his own*, *your own*, *their own*, &c.; as, "I live in *my own* house;" they spend *their own* money."

OBS. 2.—*Own* is also sometimes added to nouns in the possessive case, to denote possession in a more emphatic manner; as, "That is *John's own* money which he spends."

The Compound Personal Pronouns are thus declined:—

<i>Persons.</i>	<i>Cases.</i>	<i>Singular.</i>	<i>Plural.</i>
FIRST.	<i>Nom.</i>	Myself, or myself,	Ourselves.
	<i>Poss.</i>	_____	_____.
	<i>Obj.</i>	Myself, or myself,	Ourselves.
SEC.	<i>Nom.</i>	Thyself, or yourself,	Yourselves.
	<i>Poss.</i>	_____	_____.
	<i>Obj.</i>	Thyself, or yourself,	Yourselves.
<i>Masculine Gender.</i>			
THIRD.	<i>Nom.</i>	Himself,	Themselves.
	<i>Poss.</i>	_____	_____.
	<i>Obj.</i>	Himself,	Themselves.
<i>Feminine Gender.</i>			
THIRD.	<i>Nom.</i>	Herself,	Themselves.
	<i>Poss.</i>	_____	_____.
	<i>Obj.</i>	Herself,	Themselves.

Neuter Gender.

THIRD. <i>Nom.</i>	Itself,	Themselves.
<i>Poss.</i>	_____	_____
<i>Obj.</i>	Itself,	Themselves.

EXAMPLES FOR PARSING.

"I am his friend, and he is mine."

I.... is a *pronoun*, which is a word used instead of a noun; *personal*, its form shows of what person it is; of the *first person*, it denotes the speaker; *singular number*, it expresses but one; and is declined thus, *Nom. I*, *Poss. Mine*, *Obj. Me*; it is in the nominative case, and governs the verb *am*.

am.... is a *neuter verb*, from the verb *to be*.

his.... is a *personal pronoun*; of the *third person*, spoken of; *singular number*; *masculine gender*, it denotes a male; and is declined thus, *Nom. he*, *Poss. his*, *Obj. him*: it is in the *possessive case*, because it expresses the relation of property or possession, and is governed by *friend*, according to RULE XI., which says, "A noun or a pronoun in the possessive case, is governed by the name of the thing possessed."

friend is a *common noun*, because it is the name of a sort or class of persons.

and.... is a *conjunction*.

he.... is a *pronoun*, which is a word used instead of a noun; *personal*, it shows, by its form, of what person it is; of the *third person*, *singular number*, *masculine gender*, and is the *nominative case* to the verb *is*.

is..... is a *verb*, it signifies *to be*.

mine... is a *personal pronoun*, of the first person, singular number, and in the possessive case, and is the two-fold representative of *I* and *friend*, and is governed by *friend* under stood, according to RULE XI., (which repeat as before.)

I will teach thee. He teaches us. She respects him.
He loves her. They will instruct you. We command

them. I told it to him. You are controlled by your interest. Thy friend salutes thee. This book is mine, and that is thine, and the other one is hers. You may take yours along with you. Did he hurt himself? Will they not injure themselves? She will take care of herself. You, yourself are to blame for all this. We should try to help ourselves. They will take care of themselves. This is my own book. He writes with his own pen. Let them take care of their own affairs. Your character cannot be essentially injured, except by your own acts. When it snows it freezes. It is very cold. "No man liveth unto himself." "Take heed to yourself." "In taking heed to ourselves, we must take heed to our thoughts, words, and actions." "They consecrated themselves wholly to God."

II. RELATIVE PRONOUNS.

17. *Relative Pronouns* are those which relate to some word or phrase *going before*, which is thence called the antecedent; as, "The *man* is happy *who* lives virtuously."

18. The relative pronouns are *who*, *which*, *that*, and *what*.

19. *Who* is applied to *persons* only; as, "He is a *friend who* is faithful in adversity;" "He *who* preserves me, to *whom* I owe my being, *whose* I am, and *whom* I serve is eternal."

20. *Which* is applied to irrational *animals* and inanimate *things*; as, "The *bird which* sung so sweetly has flown;" "This is the *tree which* produces no fruit."

21. *That*, as a relative, is indiscriminately applied to *persons*, *animals*, and *things*, and admits no variation; it is commonly used to prevent the too frequent repetition of *who* and *which*; as, "Happy is the *man who* findeth wisdom, and the *man that* getteth understanding;" "The *horse that* he stole was not mine." "Modesty is a *quality that* highly adorns a woman."

22. *What* is a kind of *compound relative*, including both the antecedent and the relative, and is equivalent to *that which*, or *those (things) which*; as, "James got *what* he wanted," that is to say, *that (thing)*, or *those (things) which* he wanted; or thus,

James got $\left\{ \begin{array}{c} \textit{what} \\ \textit{that (thing) which} \\ \text{or} \\ \textit{those (things) which} \end{array} \right\}$ he wanted.

23. *Who* and *that* are used in the *first*, *second*, and *third persons*.

24. *Which* and *what* are used in the *third person* only.

25. *Who*, in declension, changes its form in the possessive and the objective case, but is alike in both numbers; as, Nom. *who*, Poss. *whose*, Obj. *whom*.

26. *Which*, *that*, and *what*, are alike in the nominative and objective cases, and also in

both numbers. In the possessive case, they are always wanting, except that *whose* is sometimes used as the possessive of *which*; as, “A religion whose origin is divine.” “The tree whose mortal taste,” &c.

——“Pause, beneath St. Helen’s willow
Whose weeping branches wave above the spot.”

27. *Who*, being applicable to *persons* only, is applied only to the *masculine* and *feminine* genders.

28. *Which* and *that* are applied to *all the* genders.

29. As *what* is applied to *things* only, it is always *neuter*.

The Relative Pronouns are thus declined :—

		<i>Singular.</i>	<i>Plural.</i>
WHO,	<i>Nom.</i>	Who,	Who,
	<i>Poss.</i>	Whose,	Whose,
	<i>Obj.</i>	Whom,	Whom.
WHICH,	<i>Nom.</i>	Which,	Which,
	<i>Poss.</i>	Whose,	Whose,
	<i>Obj.</i>	Which,	Which.
THAT,	<i>Nom.</i>	That,	That,
	<i>Poss.</i>	——	——
	<i>Obj.</i>	That,	That.
WHAT,	<i>Nom.</i>	What,	What,
	<i>Poss.</i>	——	——
	<i>Obj.</i>	What,	What.

EXAMPLES FOR PARSING.

“*The boy who is studious will learn.*”

The..... is a *definite* article, because it ascertains what particular *boy* is meant.

boy..... is a common noun, third person, singular number, masculine gender, and is the nominative to the verb *will learn*.

who..... is a *pronoun*, because it is a word used instead of a noun; a *relative* pronoun, it relates to some word or phrase going before, which is thence called the antecedent; this relates to *boy*; third person, singular number, masculine gender, and is applied to persons only, and the two sexes, and agrees with its antecedent *boy*, according to RULE XV., which says, “Pronouns must agree with their antecedents, or the nouns which they represent, in person, number, and gender.” It is declined thus, Nom. *who*, Poss. *whose*, Obj. *whom*; it is the nominative case to the verb *is*, according to RULE XVI, which says, “The relative is the nominative case to the verb, when no other nominative comes between it and the verb.”

is..... is a verb, and has for its nominative, the relative *who*.

studious is an adjective, qualifying *boy*.

will learn is a regular active-transitive verb, in the indicative mood, first future tense, third person, singular number, and agrees with its nominative case *boy*, according to RULE VII.

The boy who is rude. The man whom I saw. The teacher whose word must be obeyed. The horse which I bought. A book that has the lesson in. A man who is destitute of a sense of duty, can never be a man of honor. True charity is not a meteor which occasionally glares, but a luminary which dispenses a steady and benign influence. I do not know whom I have reason to love, more than my parents. They whom worth has exalted, deserve our respect. The despot was like a beast

of prey, which destroys without pity. Many things are not what they appear to be. What we loathe acts upon us physically and mentally. What in me is dark, illumine; what is low, raise and support. How often have the finest geniuses emerged from what, in the older countries, are called the lower classes of society. He that is weary himself, will soon weary others. He that knows not whither to go, is in no haste to move.

COMPOUND RELATIVE PRONOUNS.

30. The *Compound Relative* Pronouns, formed by annexing *ever* and *soever*, to the relatives *who*, *which*, and *what*, are the following:—

Whoever,	Whosoever, or Whoso.
Whichever,	Whichsoever.
Whatever,	Whatsoever.

Those compounded of *soever* are now seldom used; and *whoso*, an abbreviation of *whosoever*, though often occurring in the Scriptures, is obsolete.

The following are the equivalents of the compound relatives, in both numbers:—the relative *what*, being compound only in *meaning*, and all the others compound both in *form* and *meaning*. Each of them includes in itself both the antecedent and the relative.

<i>Singular.</i>		<i>Plural.</i>
What is equivalent to,	That <i>thing</i> which.	Those <i>things</i> which.
Whatever, }	Any or every <i>thing</i>	All those <i>things</i> which.
Whatsoever, }	which.	
Whoever, }	Any or every <i>person</i>	All those <i>persons</i> who.
Whosoever, }	who.	
Whichever, }	Any <i>animal</i> or <i>thing</i>	All those <i>animals</i> or <i>things</i> which.
Whichsoever, }	which.	

31. The compound relatives *whoever*, *whatever*, and *whichever*, have an unlimited signification, implied by the indefinite or general terms of their equivalents; and as they, like the relative *what*, have a two-fold relation, they also represent two cases at the same time, and are commonly followed by two verbs; as, "*Whoever wishes to be happy, must refrain from vice*;" that is, *any person*, or *every person*, who wishes to be happy, &c. "*Whatever has been ordained by God, must be right*;" meaning, *any or every thing* which has been ordained by God, &c.

"And spite of pride, in erring reason's spite;
One truth is clear, *whatever* is, is right;"

meaning, *any or every thing* which is, is right.

Whichever indefinitely represents some one or more objects of a kind, expressed or understood; as, "Of the boats in the regatta, *whichever* goes a mile, and returns first, *will* obtain the prize." "*Whichever* (of the horses) *runs* and *wins*, *shall* have the purse," that is, *any one* of the boats which goes a mile, &c., and, *any* (horse) which runs and wins, &c.

Obs.—The two cases which a compound relative represents, may be either both nominative or both objective; or one of them may be the nominative, and the other the objective.

32. The compound relatives are used in the same persons, numbers, genders, and cases, as their primitives, *who*, *which*, and *what*; and they are respectively applied to persons, animals, and things, and declined in the same manner.

Obs.—*Whichever* and *whatever*, like their primitives *which* and *what*, are frequently prefixed to nouns, thus losing their character as relatives, and becoming *Pronominal Adjectives*; as, "You may take *whichever* book you want." "I will acquiesce in *whatever* agreement he may make."

III. INTERROGATIVE PRONOUNS.

33. *Interrogative Pronouns* are those which are used in *asking questions*; as, "*Who* is

he?" "Which is the Governor?" "What is he doing?"

34. The interrogative pronouns are *who*? *which*? and *what*?

35. Interrogatives are applied to the same *numbers* and *genders* as relatives, and declined in the same manner.

36. As interrogatives, *who* is applied to persons only; and *which* and *what* are applied both to *persons* and *things*. *Who* is used in asking questions to find out the name of a person; *what*, his office, occupation, or other personal distinction; as, "Who is the President of the United States? Answer, Franklin Pierce." "What is he? A lawyer." "What is the child? a boy."

Which is used for enquiring *what one* of a known class or number; as, "Which of the boys?" "Which of the books?"

37. The difference between the interrogative and relative pronouns, is as follows:—

1. *Who*, *which*, and *what*, as interrogatives, are *never* compounded with *ever* or *soever*: while, as relatives, they are so compounded.

2. *Which* and *what*, used interrogatively, are applied to *persons* as well as *things*; but as relatives, they are never applied to persons.

3. *What*, as an interrogative, is *never* convertible into *that which* as an equivalent: while as a relative it is *always*.

4. Interrogatives relate to a subject which is *subsequent*, indefinite, and unknown, and which it is expected that the *answer* to

the question should express and ascertain ; whereas, relatives relate to a subject *antecedent*, definite and already known.

Obs. 1.—*Whether*, signifying *which of the two?* was formerly employed as an interrogative pronoun ; as, “ *Whether* of the *twain* did the will of his father ? ” It is now employed as a conjunction ; and its use as a pronoun is supplied by the interrogative *which*.

Obs. 2.—The word *as*, though commonly a conjunction or an adverb, is sometimes construed as a relative. Generally, however, when it appears to be a relative, there is an ellipsis of such words as *that which*, or *those who* ; as, “ Only such punishment is inflicted, *as* (that which) serves the end of government.” “ He welcomed such *as* (those who) came.”

Obs. 3.—When *which* and *what* are prefixed to nouns, and used in *asking questions*, they are *interrogative pronominal adjectives* ; as, “ *Which book* did he take ? ” “ *What man* is that ? ”

EXAMPLES FOR PARSING.

“ *Whoever murders should be punished.* ”

Whoever is a compound relative pronoun, and has for its equivalent *any person*, or *every person who*, which includes both the antecedent and the relative. The sentence must be parsed as if it read, *any or every person who murders*, &c. The antecedent part of the equivalent has an indefinite or general meaning given to it by the pronominal adjective *any* or *every*. *Person*, the antecedent part, is, therefore, of the third person, singular number, common gender, and is the nominative case to the verb *should be punished*. *Who*, the relative part of the equivalent, is also of the third person, singular number, common gender, agreeing with its antecedent *person*, according to RULE XV., which says, “ Pronouns must agree with their antecedents, and the nouns which they represent, in *person*, *number*, and *gender*.” And it is the nominative case to the verb *murders*, according to RULE XVI., which says, “ The relative is the nominative case to the verb, when no other nominative comes between it and the verb.”

murders.....is a regular active-transitive verb, in the indicative mood, present tense, third person, singular, and agrees with its nominative, *who*, according to RULE VII., which says, "A verb must agree with its nominative case in person and number."

should be punished is a regular passive verb, in the potential mood, imperfect tense, third person, singular number, and agrees with its nominative *person*, according to RULE VII. (which repeat.)

Whoever improves his time will enjoy the rewards of industry. "Whoever was not found written in the book of life, was cast into the lake of fire." "Whoso walketh uprightly shall be saved." He will teach whomsoever they send. There are several desks, and he may sit at whichever he chooses. He shall have whatever he wants. Whatever is well learned may be understood. Whatever is understood may be applied. James will hear whatever is said. Mary will learn well whatever she undertakes to study. The butcher is inspecting the sheep in the flock, and whichever he marks, he will buy. Several trains of cars will pass this day, and we must take passage in whichever comes along first. You may take whichever you please. Thieves steal money, whosever it may be, whenever they have an opportunity. Whomsoever he will engage to do the work, must do it well. I will buy whichever you prefer. I will study either grammar or geography, whichever you think best. You may use James' or Mary's books or whosever you please. That which we acquire with the most difficulty, we retain the longest, as those who have earned a fortune are usually more careful of it than those who have inherited one. Appetite is a relish bestowed upon the poorer classes, that they may like what they eat ; while it is seldom enjoyed by the rich, because they may eat whatever they like. He who says there is no such thing as an honest man, judges others by himself. What a man has learned is of

importance; but what he can do, and what he will do, are more significant things. He was pleased to grant three days' grace to whoever was responsible. The rage for acquisition grows by what it feeds on. The besetting weakness of little minds is plagiarism. The monkey must shave himself to imitate his master, and cuts his throat in the operation.

QUESTIONS ADAPTED TO THE CHART OF PRONOUNS.

1. What is a *Pronoun*?
2. How many *properties* have pronouns? Name them.
3. Into how many *classes* are pronouns divided? Name them.
4. What is a *Personal* pronoun?
5. How many personal pronouns are there? Name them.
6. Name those in each of the persons, in both numbers, and tell what each of them denotes.
7. How many *cases* have pronouns?
8. In what person and number are the *genders* of pronouns distinguished by different forms? Why do they have no variety of form significant of sex, in the first and second persons? Decline each of the personal pronouns.
9. How many forms of the possessive case have most of the personal pronouns? How are the first of them always placed? And when are they used? When, and under what circumstances, do those of the first form change their termination, and become those of the second form? What does each of them, when thus changed, represent? Do those of both forms agree? and how do they agree?
10. What forms of the personal pronoun are, by general usage, substituted for *thou*, *thy* or *thine*, and *thee*?
11. Does the possessive pronoun *his* ever change its form?
12. In what two cases is *her* of the same form? How can you tell in which case it is?

13. In what two cases is the pronoun *it* of the same form? Is its form in the possessive ever changed?

14. How are the Compound Personal Pronouns formed in the first and second persons?

15. How are they formed in the third person? What do they express in the first and second persons? What do they form and denote in the third person? In what cases are they always alike? With what must they always agree, in construction? Do they ever have a possessive case?

16. By whom are *We* and *ourselves* used, instead of *I* and *myself*? To what is the word *own* added, and for what purpose? Decline the Compound Personal Pronouns.

17. What are *Relative Pronouns*?

18. Name them.

19. To what is the relative *who* applied?

20. To what is the relative *which* applied?

21. To what is *that*, as a relative, applied? and for what purpose?

22. Define the relative *what*. Explain and illustrate its equivalents.

23. In what persons are *who* and *that* used?

24. In what person are *which* and *what* used?

25. What change of form does the relative *who* undergo in declension?

26. Do the relatives *which*, *that*, and *what*, vary their form, on account of number or case? Do any of them have a possessive case? Which of them?

27. To what genders is the relative *who* applied? and why?

28. To what genders are *which* and *that* applied?

29. To what gender is the relative *what* applied? and why? Decline the Relative Pronouns.

30. How are the *Compound Relative Pronouns* formed? What are their equivalents in both numbers? Wherein do they differ from the relative *what*?

31. What is said of the signification, equivalents, &c., of *whoever*, *whichever*, and *whatever*? Explain each of them.

32. How do the compound relatives and their primitives *who*, *which*, and *what*, correspond and agree in respect to their properties, application, and declension? Which of the compound relatives are frequently prefixed to nouns? and what do they then become?

33. What are *Interrogative Pronouns*?

34. Name them.

35. How are interrogatives applied, in regard to *numbers* and *genders*? and how declined?

36. How are the interrogatives applied, with respect to persons and things?

37. Wherein do the interrogatives differ from the relatives? What does *whether* signify? and how was it formerly used? How is the word *as* sometimes construed? When *which* and *what* are prefixed to nouns, and used in asking questions, what do they become?

ADJECTIVES.

1. An *Adjective* is a word used to qualify or define nouns; as, "A *long* journey;" "*that* boy; *each* girl; *fifty* dollars."

Obs.—An adjective may be known by its making sense with the addition of the word *thing*; as, "A *good* thing; a *bad* thing;" or of any particular noun; as, "A *sweet* apple; a *studious* boy."

CLASSES.

2. Adjectives are divided into two general classes; namely, **QUALIFYING** and **DEFINITIVE**.

I. QUALIFYING ADJECTIVES.

3. A *Qualifying* adjective is that which expresses some quality or circumstance of

the noun to which it relates ; as, “ A *diligent* scholar ; a *bad* boy ; a *round* ball ; the *long* days.”

Obs.—The only variation which the qualifying adjectives admit, is that of the *Degrees of Comparison* ; as, *Wise, wiser, wisest ; little, less, least, &c.*

4. There are commonly reckoned three degrees of Comparison : the *Positive*, the *Comparative*, and the *Superlative*.

5. The *Positive degree* is that which expresses the quality of an object, without any increase or diminution ; as *good, wise, great*.

Obs. 1.—The *positive* has the conjunction *as* both before and after it, as its *Correlatives* or *Correspondents of Comparison*, when it is used, in comparing one thing, or a class of things, with another, to express the relation of *equality* ; as, “ James is *as tall as* George ; “ he is *as wise as* his father.” The exceptions are *fore* and *hind* which cannot be thus construed.

Obs. 2.—The *positive* is the simple form of the adjective, and serves as the foundation for the other degrees. As it does not always imply comparison, it is not necessary, in parsing, to mention that it is in the *positive degree*, unless the conjunction *as* precede and follow it.

6. The *Comparative degree* is that which increases or lessens the signification of the *positive* ; as, *wiser, greater, less wise*.

Obs. 1.—The *comparatives* are followed by the conjunction *than*, when they are used to express the superiority or inferiority of one of two objects, or classes of objects ; as, “ Solomon was *wiser than* Solon ;” “ Solon was *less wise than* Solomon.” “ David was *more pious than* Saul.” “ Saul was *less pious than* David.”

The comparatives *former* and *latter*, and those whose superlatives end in *most*, are exceptions to this rule, since they cannot be construed with *than* after them.

Obs. 2.—The comparative is followed by *than*, when *opposition* is signified ; but when *selection* is implied, it is preceded by *the*, and followed by *of*, like the superlative ; as, “Africanus was *the greater of* the two Scipios.” “John was *the elder of* the two brothers.”

7. The *Superlative degree* is that which increases the signification of the positive to the highest degree, or diminishes it to the lowest ; as *wisest*, *greatest*, *least wise*.

Obs.—The *Superlatives of comparison*, always take the article *the* before, and the preposition *of* after them ; and are used to denote that one of three or more objects, or classes of objects, has qualities or attributes in a greater or less degree than any of the rest ; as, “James was *the least generous of* any of his brothers.” “Socrates was *the wisest of* the Athenians.” “Homer is *the most simple*, in his style, *of* all the great poets.”

As the number of degrees from the lowest to the highest, of all qualifying adjectives, is indefinite, therefore, two other degrees,—the *Diminutive*, and the *Superlative of Eminence*, may also, sometimes, be used with propriety. By their aid, various other shades of quality, not denoted by any of the other degrees, can be intelligibly expressed, without involving any relation to other objects, by the termination of the adjective in *ish*, or by the help of certain modifying words and phrases prefixed to it.

8. The *Diminutive degree* is that which is indicated by the termination *ish*, whereby the positive is lessened in signification ; as, *salt*, *saltish*, or having a little taste of salt ; *black*, *blackish*, or tending to blackness.

Obs. 1.—Some nouns also become adjectives of this degree, by ending in *ish* ; as, child, *childish*, ave. *avish* ; mule, *mulish* &c.

Obs. 2.—The words *slightly*, *hardly*, *somewhat*, *scarcely*, &c., are also sometimes prefixed to the positive, to lessen its signification; as, cold, *slightly* cold, *somewhat* cold; able, *hardly* able; *scarcely* able.

The word *rather* is very properly used to express a small degree, or excess of a quality; as, “She is *rather* profuse in her expenses.”

When the word *very*, *exceedingly*, or any other of similar import, is put before the positive, it is called the *Superlative of eminence*, to distinguish it from the other superlative, which has been already mentioned, called the *Superlative of Comparison*. Thus, *very happy*, is termed the superlative of eminence; *the happiest* or *the most happy*, the superlative of comparison. The Superlative of Eminence, being absolute, does not express any relation to other objects; whereas, the Superlative of Comparison, being relative, expresses a relation to other objects, by definite and direct comparison.

9. The *Superlative of eminence* is expressed by prefixing, to the positive, such adverbs as, *very*, *exceedingly*, *extremely*, *supremely*, *too*, or any other intensive word of similar import; as, warm, *very* warm, *exceedingly* warm; cold, *extremely* cold, *too* cold; great, *supremely* great.

Obs. 1.—The Superlative of *eminence* is expressed when the article *a* or *an*, instead of *the*, is put before those superlatives which are formed by placing the adverb *most*, either *before* the adjective, or *at the end of it*; thus, to say, “Henry is *the most eloquent* speaker,” implies, that of three or more speakers, he is comparatively superior to all the others; but, if we say, “Henry is *a most eloquent* speaker,” it merely implies, that although he may be as eloquent as the others, yet he is not superior to any of them. “John sat in *the uppermost* seat,” implies, that there was no other seat higher than the one in which he sat, nor even as high: but, if we say, “John sat in *an uppermost* seat,” it signifies that there were more seats as high as the one in which he sat.

Obs. 2.—The Superlative of eminence is also expressed, when we say, “Henry is *one of the most eloquent* speakers;” and “John sat in *one of the uppermost* seats;” and also, when no article at all, is placed before the superlative; as, “That lady is *most amiable*, and *most intelligent*; her dress is *most elegant*,” “this apple is *most delicious*.”

10. Those adjectives which admit of increase or diminution, and can, therefore, be compared either by the terminational comparison, or by the prefixing of adverbs, are termed **COMPARABLE**. Most of the qualifying adjectives are of this kind.

11. Those adjectives whose signification does not admit of increase or diminution, and therefore, cannot be compared, are termed **INCOMPARABLE**; as, *Superior, inferior, supreme, extreme; circular, square, &c.*

Obs.—All the definitive adjectives are incomparable. *Much, many, some, little, few, and several*, belong to both classes. When they are used as *qualifying* adjectives, they are comparable.

MODES OF COMPARISON.

12. Adjectives are said to be *regularly compared*, when they form their comparative and superlative degrees, by adding *er* and *est* to their positive, or by having the adverbs *more* and *most*, or *less* and *least* prefixed to them. When the different degrees cannot be thus formed, but are expressed by different words, they are said to be *irregularly compared*; and when they cannot be used in all the degrees, they are declared *defective*.

REGULAR COMPARISON.

13. **MONOSYLLABLES.** Qualifying adjectives of *one syllable* are *regularly compared* by adding *er* to the positive, to form the com-

parative ; as, small, *smaller* ; and *est* to form the superlative ; as, small, smaller, *smallest*. If the adjective ends in *e*, only *r* and *st* are added ; as, wise, wiser, *wisest*.

14. When the positive ends in a *single consonant*, preceded by a *single vowel*, the consonant is doubled in forming the comparative and superlative degrees ; as, red, *redder*, *reddest* ; big, *bigger*, *biggest* ; thin, *thinner*, *thinnest* ; hot, *hotter*, *hottest*.

15. DISSYLLABLES. Some adjectives, of two syllables, may be compared either by the terminational form, or by prefixing the adverbs *more* and *most* to them ; as, *Happy*, *happier*, *happiest* ; happy, *more happy*, *most happy*. Most of the adjectives of this kind are those which are accented on the last syllable ; as, *discreet*, *polite*, &c. ; or, end in *e* mute, or in *y*, changing it into *i*, when compared by adding *er* and *est* ; as, *Noble*, *nobler*, *noblest*, *lovely*, *lovelier*, *loveliest*.

The ear, however, or euphony, is the best guide, in the choice of these modes of comparison, in such cases.

16. TRISSYLLABLES. Most adjectives, of *two syllables*, and all those of *three* or *more*, can only be compared by the prefixing of adverbs ; as, frugal, *more frugal*, *most frugal* ; studious, *more studious*, *most studious*.

17. When *diminution* of quality is to be expressed, *less* and *least* are prefixed ; as, valiant, *less valiant*, *least valiant*.

18. *Participial adjectives* are those which retain the form of participles, but perform the office of adjectives, by being placed before nouns ; as, an *interesting* story ; an *educated* man ; a *broken* dish, &c. Some of them admit of comparison by having the adverbs *more* and *most*, or *less* and *least* prefixed to them.

IRREGULAR COMPARISON.

19. Some qualifying adjectives, of very common use, are irregularly compared by a change of words, as follows :—

<i>Positive.</i>	<i>Comp.</i>	<i>Superlative.</i>
Good,	better,	best.
Bad, evil or ill,	worse,	worst.
Little,	less,	least.
Much, (<i>in quantity</i>)	more,	most.
Many, (<i>in number</i>)		
Far,	farther,	farthest. (relates to distance or [place.]
Forth, (<i>Adverb</i>)	further,	furthest. (applied to addition or [progression].)
Late,	{ later,	latest. (relates to time only.)
	{ latter,	last. (relates to time or place.)
Near,	nearer,	{ nearest. (relates to place.)
		{ next. (in order.)
Old,	{ older,	oldest. (relates to persons or things.)
	{ elder,	eldest. (relates to persons only.)
Fore,	former,	first, (relates to time or order.)

20. Most of the words of this class, are used as adverbs, as well as adjectives; the word *far* is now mostly used as an adverb, and *forth* always. *Fore* is the only one of the positives that cannot be construed with *as* before and after it; and *former* and *latter* are the only comparatives that cannot be construed with *than* after them.

21. Some superlatives are irregularly formed by adding *most* to the comparative; thus, *nether*, *nethermost*; *under*, *undermost*; *lower*, *lowermost*. Others, by adding *most* either to the positive or comparative; thus, *hind*, *hindmost* or *hindermost*; *up*, *upmost* or *uppermost*; *in*, *inmost* or *innermost*; *out*, *outmost* or *utmost*, *outermost* or *uttermost*, &c.

Obs.—Some superlatives ending in *most*, are *defective*, in not having any comparative; nor can the positive of such be construed with *as* before and after them; as, *head*, *headmost*; *top*, *topmost*; *Eastern*, *easternmost*; *Western*, *westernmost*; *Northern*, *northernmost*, &c.

22. The superlatives ending in *most* are not only irregular and redundant in their form of comparison, but all their comparatives, except *farther* and *further*, are anomalous in construction, since they can neither be construed with *than* after them, like other comparatives, nor with *to* like *superior*, *inferior*, &c. And of the

words that supply the place of their positives, *in*, *under*, and *beneath*, are prepositions; *up*, *out* and *forth* are properly adverbs; and *head* and *top* are nouns.

For a full list and exemplification of this class of adjectives, see the appropriate Chart.

INCOMPARABLE ADJECTIVES.

23. *Incomparable adjectives* are those which are not susceptible of comparison; among which are the following:—

24. The adjectives *superior*, *inferior*; *anterior*, *posterior*; *interior*, *exterior*, &c., though comparatives in Latin, are not in all respects to be considered as such in English; for, besides wanting the termination of the English comparatives, they cannot be construed with *than* like most of them, but are followed by *to*. And in meaning, most of them are truly positive, merely implying that degree instead of the comparative; as, the *interior* simply means the *inside*, in contra-distinction to the *exterior* or *outside*; the *anterior*, “the one before,” opposed to *posterior*, “the one behind.” Nor is it to be conceived that every adjective which implies an excess of quality, is, therefore, a comparative, otherwise *preferable*, (better than,) and *previous* (prior to) might be deemed comparatives.

25. Adjectives that have in themselves a superlative signification, do not admit of the comparative or superlative form being super-added; as, *Supreme*, *extreme*, *chief*, *Omnipotent*, *Infinite*, &c.

26. Adjectives whose signification does not admit of increase or diminution, cannot be compared. Among these, are to be reckoned those which denote shape, figure, posture or position; as, *Circular*, *square*, *perpendicular*, *horizontal*, *erect*, &c.

27. *Proper adjectives* are those which are derived from proper names; as, *English*, *French*, *American*, *Irish*, &c. *Newtonian*, *Julian*, *Platonic*, *Epicurean*, &c. When such are written or printed, they should always begin with a capital letter.

28. Various nouns, without changing their form, assume the

nature of adjectives, in describing the kind or quality of other nouns ; as, a *gold* ring ; a *silver* spoon ; an *iron* bar ; *sea* water ; *cloth* shoes, &c.

Obs.—When two nouns are incorporated ; as, *bookseller*, *brick-layer*, *inkstand*, *gingerbread*, &c., or are connected by a hyphen, as *steam-engine*, *corn-mill*, *coal-mine*, *fruit-tree*, &c., they are considered as forming one compound word, and are called *Compound Nouns*, and may be parsed as such.

29. *Compound Adjectives* are those which consist of two or more words, one of which is commonly either an adjective or an adverb, connected by a hyphen ; as, *Milk-white*, *ivy-mantled*, *well-known*, *four-footed*, *frost-bitten*, &c.

EXAMPLES FOR PARSING.

“ *James is as tall as his father.* ”

James... is a *Proper noun*, of the third person, singular, masculine gender, and is the nominative case to the verb *is*.

is..... is a *Verb*, which is a word that signifies *to be*, *to do*, or *to suffer* ; this verb signifies *to be*.

as..... is a *CONJUNCTION* of comparison.

tall..... is an *ADJECTIVE*, which is a word that qualifies or defines a noun ; this adjective *qualifies* a noun. A *QUALIFYING ADJECTIVE*, because it expresses some quality or circumstance of the noun to which it belongs ; and being *comparable*, and a word of one syllable, it is compared by adding *er* and *est* to the positive ; thus, *Pos.* tall ; *Com.* taller ; *Sup.* tallest ; it is in the positive degree, which is the simple form of the adjective, and expresses the quality of an object without any increase or diminution. The conjunction *as* before and after it, are the *Correlatives* or *Correspondents* of comparison of the positive degree, and are used in comparing one object with another to denote *equality*, as they now do in comparing *James* with his *father* ; and it belongs to *James* according to *RULE XVII*, which says, “ Every adjective belongs to some noun expressed or understood.”

as..... is a *CONJUNCTION* of comparison.

his.....is a PERSONAL PRONOUN, of the third person, singular number, masculine gender, and in the possessive case, governed by *father* according to RULE XI, (which repeat.)

father...is a COMMON NOUN, of the third person, singular number, masculine gender, and in the nominative case.

A diligent scholar. A strong man. A peaceful mind. Bad company is dangerous. A pleasant and cheerful prospect. She is more studious than her sister, and has a better education. Daniel is a more learned man than Henry, but less eloquent. The wisest and best men sometimes commit errors. Think not the longest life the happiest. The most acceptable sacrifice is that of a contrite heart.

“ Our greatest blessings often arise from the disappointment of our most anxious hopes, and our most fervent wishes.”

“ The human heart ne’er knows a state of rest ;
Bad leads to worse, and better tends to best.”

II. DEFINITIVE ADJECTIVES.

30. *Definitive* adjectives are those which *define* or limit the signification of nouns ; as *That* book, *each* scholar, *several* boys, *other* girls.

31. *Definitive* adjectives, however classified, generally relate to *number*, expressed or implied.

Obs.—*Definitive* adjectives never express quality ; they generally denote *unity* or *plurality*, and must always agree in *number* with the nouns to which they relate ; as *One* man, *two* men, *ten* men ; the *first* man, the *second* man, the *twentieth* man ; *this* man, *those* men, *all* men.

32. Definitive adjectives are divided into two classes :—*Numeral* and *Pronominal*.

I. NUMERAL ADJECTIVES.

33. *Numeral* adjectives are those which simply denote number ; as, *One, two three, &c., first, second, third, &c., single, double or two-fold, &c.*

34. *Numeral* adjectives are of *three* kinds, namely,

35. 1. The *Cardinal*, those which express a number absolutely ; as, *One, two, three, four, &c.*

Obs.—All after one denote plurality, and are applied to plural nouns. They answer the question, *How many?*

36. 2. The *Ordinal*, those which denote number in *order* or *succession* ; as, *First, second, third, &c.*

Obs.—As the ordinals merely serve to denote numerically the order, or succession, in which a series of objects are arranged, they are all of the *singular* number. They answer the question, *Which one of the numbers?*

37. 3. The *Multiplicative*, those which denote *how many fold* ; as, *single, double or two-fold, triple or three-fold, quadruple or four-fold, quintuple or five-fold, &c.*

Obs. 1.—The numerals of this kind denote the *aggregate* of numbers, or *several particulars* embraced in *one whole* ; and as nouns cannot be pluralized by their application, they are, there-

fore, *singular* both in sense and construction ; as, “ A *double* or *two-fold* sheet of paper *makes* four pages ;” “ A *sheet*, *four-fold*, *makes* the quarto size.”

Obs. 2.—These multiplicative words are also occasionally used as *qualifying* adjectives, in which sense, they merely *qualify* or *describe* the *kind* of nouns to which they relate. As such, they are applied to *plural* as well as singular nouns ; as, “ The *single* roses are in full bloom ;” “ The *double* pinks are large ;” “ All the *four-fold* sheets are bound in a book,” that is, all the sheets of that kind are bound in a book.

II. PRONOMINAL ADJECTIVES

38. *Pronominal* adjectives are those which either define their nouns when expressed, or represent them, like pronouns, when understood ; as, “ *Many* (persons) are called, but *few* (persons) are chosen.”

——— “ Come *one*, come *all* !
This rock shall fly
From its firm base as soon as I.”

39. There are four kinds of pronominal adjectives, namely, *Demonstrative*, *Distributive*, *Indefinite*, and *Interrogative*.

DEMONSTRATIVE ADJECTIVES.

40. *Demonstrative* adjectives are those which precisely point out the subjects to which they relate ; *this* and *that*, with their plurals, *these* and *those*, are of this class ; as, “ *This* is true charity ; *that* is only its image.”

Obs. 1.—*This* refers to the nearer person, or thing, and *that* to the more distant ; as, “ *This* man is more intelligent than

that." "*This* indicates the *latter* or last mentioned; *that* the *former* or first-mentioned; as, "Both wealth and poverty are temptations; *that* tends to excite pride, *this* discontent." The same distinction is also to be made between their plurals, *these* and *those*; as,

"Some place their bliss in action, some in ease;
Those call it pleasure, and contentment *these*."

Obs. 2.—The comparatives *former* and *latter* are sometimes used instead of *that* and *this*; as, "A bad author deserves better usage than a bad critic; a man may be the *former* (that,) merely through the misfortune of want of judgment, but he cannot be the *latter* (this,) without both that and an ill temper."

Obs. 3.—*Yon* and its comparative *yonder*, *former* and *latter*, may properly be classed with the demonstratives. *Yon* or *yonder* is equivalent to *that*, but points to an object more remote, yet within view; as, "The lay grav'd on the stone beneath *yon* aged thorn." "There, at the foot of *yonder* nodding beech."

"*Yon* flowery arbours, *yonder* alleys green."

Obs. 4.—*Former* and *latter* sometimes assume the possessive form, and are used as nouns; as, "The *former's* phlegm; the *latter's* vivacity." When they are used as demonstratives, their nouns, if not expressed in the sentence, are always understood.

DISTRIBUTIVE ADJECTIVES.

41. *Distributive* adjectives are those which denote the persons or things that make up a number as taken separately and singly. They are *each*, *every*, *either* and *neither*, and always relate to nouns of the *third person singular*. The two latter relate only to *two* objects or classes of objects.

Obs. 1.—*Each* relates to two or more persons or things, and signifies either of the two, or every one of any number taken separately; as, "*Each* of his brothers is in a favorable situation."

Obs. 2.—*Every* relates to several persons or things, and signifies each one of them all taken separately ; as, “ *Every* man must account for himself.” It is sometimes used in construction with a plural noun, implying a collective idea ; as, “ *Every* seven years.”

It was formerly used apart from its noun, but now it is always prefixed to it, except in legal proceedings ; as, in the phrase, “ All and *every* of them.”

Obs. 3.—*Either* relates to *only two* persons or things taken separately, and denotes indifferently *the one* or *the other* of them, but *not both* ; as, “ You may take *either* of the two books.” To say, “ *either* of the three,” is, therefore, improper ; it should be, “ *Any one* of the three.”

Obs. 4.—*Either* is frequently used for *each* ; as, “ On *either* side of the river was there the tree of life.” “ They crucified Him, and two others with Him, on *either* side one.” When *either* is used as the correspondent to *or*, it is a conjunction ; as, “ *Either* the one *or* the other.”

Obs. 5.—*Neither* means “ *not either* ;” that is, not one nor the other ; as, “ *Neither* of my friends was there.” “ Substances, in general, are of *neither* sex.” If the reference is to more than two, it should be, “ *None* of my friends were there,” that is, *not one* of them.

INDEFINITE ADJECTIVES.

42. *Indefinite* adjectives are those which express their subjects in an indefinite or general manner. The following are of this kind : *Some, other, any, one, all, such, no, none, another, both, many, few, several, same, divers, sundry, little, whole, which, what, whichever, whatsoever, whatever, whatsoever.* Of these, *one, another, and whole*, are singular ; *both*,

few, several, many, all, divers, and sundry, are plural; and the rest of them are applied to both numbers.

Obs. 1.—*All* denotes the aggregate or whole of a quantity or number taken together; when it refers to *quantity*, it is joined to *singular* nouns; as, “Six days shalt thou labor, and do *all* thy work;” “*All* the corn.” When to *number*, to *plural* nouns; as, “*All* the men;” “*All* men have sinned.”

Obs. 2.—*Another* is compounded of *an* and *other*, and consequently means, *one other*. It can be applied only to the *singular* number.

Obs. 3.—*No* and *none* imply the negation of all number. *No*, as an adjective, can only be used when its noun is *expressed*; as, “*No* man can serve two masters.” “*No* person could read it.” On the contrary, *None* is employed, only when the noun is *omitted*; as, “*None* could read it.” “Thou shalt lie down and *none* shall make thee afraid.”

None, though a contraction of *no one*, can be applied to both numbers; as, “*None* is so deaf, as he that will not hear.” “*None* of them are varied.”

Obs. 4.—When *which* and *what*, and their compounds *whichever*, *whichever*, and *whatever*, *whatsoever* are prefixed to nouns, they are *indefinite pronominal* adjectives; as, “I do not know *which* train I shall go in.” “Call me by *what* name you please.” “*Whichever* conveyance.” “*Whatever* agreement,” &c.

INTERROGATIVE ADJECTIVES.

43. When *which* and *what* are prefixed to nouns, and used in *asking questions*, they are *interrogative pronominal* adjectives; as, “*Which* school do you attend?” “*Which* book do you read in?” “*What* man is that?” “*What* men are those?”

ADJECTIVES USED AS NOUNS.

Adjectives standing alone, that is, without a noun expressed, and indicating persons or things with clearness, may be parsed as representing them in *person*, *number*, *gender* and *case*; or if preferred, with the ellipsis supplied; as, "For unto whomsoever *much* is given, of him shall be *much* required."

"Man wants but *little* here below,
Nor wants that *little* long."

Obs. 1.—When *qualifying adjectives* relate to *persons*, as a class, they are commonly preceded by *the*, and imply *plurality*; as, "Providence rewards *the good* (people), and punishes *the bad* (people)." "*The wicked* (people) are overthrown and are not, but the house of *the righteous* (people) shall stand." "*The rich* (people) ought to help *the poor* (people)." "*The virtuous* (people) are esteemed, and *the vicious* (persons) are despised."

Obs. 2.—In some instances, an adjective, used as a noun, is qualified by another adjective; as, "The same day, were all the fountains of the *great deep* broken up." "A quiet conscience is the *greatest good*." "The *mighty void*." "The *wide immense*." "The *chief good*."

Obs. 3.—When *cardinal numbers*, and the word *other*, are pluralized, or put into the possessive case as *another's*, they become really nouns, and as such are regularly declined; as, "The boy wounded the old bird, and stole the young *ones*." "The *twos* were altered to *fives* and *tens*." "One ought to know *one's* own mind." "I will not destroy it for *twenty's* sake." "What do ye more than *others*?" "Teach me to feel *another's* wo."

Obs. 4.—*Comparatives* sometimes assume the plural or the possessive form of nouns, and are used as such; as, "We obey our *superiors*." "I am, my Lord, but as my *bettors* are, that led me thither." "You have read, and you have written, because you saw your *elders* read and write." "The *former's* phlegm was a check upon the *latter's* vivacity." "Washington and Napoleon were both wonderful men; but the *former's* fame is infinitely more enviable than the *latter's*."

Obs. 5.—*Each other*, and *One another*, denote the reciprocal or mutual action of different agents; and either of them taken conjointly with the other, may be regarded as forming one compound word that can be used, substantively, in the possessive and objective cases of the singular number; as, “They use *each other’s* books.” “They struck *each other*.” “Bear *one another’s* burdens.” “Love *one another*.”

Obs. 6.—*Each other* is commonly used in reference to two objects; and *one another* in reference to three or more; as, “Mary and Lucy play with *each other*, and nurse *each other’s* dolls.” “John, James, and Gilbert play with *one another*, and roll *one another’s* marbles.” “A new commandment I give unto you, That ye love *one another*; as I have loved you, that ye also love *one another*.”—*St. John* xiii. 34.

EXAMPLES FOR PARSING.

“*Those books are mine.*”

Those...is an *Adjective*, which is a word used to qualify or define a noun; this *defines* a noun. DEFINITIVE ADJECTIVE, because it defines or limits the signification of the noun; *Pronominal*, it defines the noun when expressed, or represents it like a pronoun when understood; *Demonstrative*, it precisely points out the subject to which it relates; and belongs to the noun *books*, agreeing with it in the plural number, according to RULE XVIII, which says, “Numeral and pronominal adjectives must agree with their nouns in number.”

books...is a common noun, of the third person, *plural* number, in the nominative case, and governs the verb *are*.

are.....is a verb.

mine.....is a personal pronoun, of the first person, singular number, and in the possessive case, governed by the noun *books*.

I will take this lesson, and you may take that.
These rules are not so hard to learn as those.
Each of them should be carefully studied.

Neither of them should be neglected.

There is a dock on either side of the river.

Some cried one thing, and some another.

There was no other person present.

All persons seek happiness. Fifty-two weeks make a year. March has thirty-one days. On the sixth trial, he succeeded.

When going the tenth mile, he gave out.

Which books did he take? What child is that?

It is not yet ascertained which house he will occupy, or what business he will pursue.

The medal will be awarded to whichever scholar recites best.

Whatever lessons are given to him, he will learn. A sheet of paper, eight-fold, makes eight leaves of the octavo size. A sheet twelve-fold, makes the duodecimo size, and twenty-four pages.

Every one complains of his memory, but no one complains of his judgment.

A fine coat often covers an intolerable fool, but it never conceals one.

None are so fond of secrets, as those who do not mean to keep them; such persons covet secrets as a spendthrift covets money, for the purpose of circulation.

All men are but the stewards of God, who says to every one, "As every man hath received the gift, so minister the same one to another, as good stewards of the manifold grace of God."

Every one cared for himself, and nobody else. The rich oppressed the poor, and they would cheat each other.

It is right to think for one's self.

"A three-fold cord is not quickly broken."

"By thy triple shape as thou art seen."

"Before the gates there sat,
On either side a formidable shape.
The one seem'd woman to the waist," &c.

“The other shape—
 If shape it might be called, that shape had none
 Or substance, * * * * *
 For each seemed either.”

It is no disgrace to owe one's rank to one's self, instead of one's father.

QUESTIONS ADAPTED TO THE CHART OF ADJECTIVES.

1. What is an Adjective ?
 How many adjectives be known ?
2. Into how many general classes are adjectives divided ?
 Name them.
3. What is a Qualifying adjective ?
 What variation, do the qualifying adjectives admit ?
4. How many Degrees of Comparison are there ?
 What are they called ?
5. What is the Positive degree ?
 What are its Correspondents of Comparison ?
 What are the exceptions ?
 How many objects are compared, when the positive is used ? and for what purpose ?
 Does the positive always imply comparison ?
6. What is the Comparative Degree ?
 What word is used after comparatives, when being compared ?
 Which of the comparatives cannot be construed with *than* after them ?
 How many objects are compared, when the comparative is used ? and what to denote ?
7. What is the Superlative Degree ?
 How many objects are compared, when the Superlative degree is used ? and what to denote ?
 What words does the superlative always require before and after it, in comparison ?
 Are there any exceptions to this rule ?
 Are there any other Degrees ? What are they ?
8. What is the Diminutive Degree ?

What words are sometimes prefixed to the positive to express the diminutive degree?

9. What is the Superlative of *Eminence*?

Explain the effect the different articles have upon the meaning of those superlatives formed by the prefixing of *most*, and those ending in it? and also when no article at all is used?

10. What adjectives are termed *Comparable*?

11. What adjectives are termed *Incomparable*?

Can definitive adjectives be compared?

What proportion of qualifying adjectives are comparable?

12. When are adjectives said to be *regularly* compared?

When *irregularly*? and when are they *defective*?

13. What adjectives are regularly compared?

How are those ending in *e* compared?

14. How are adjectives ending in a single consonant, preceded by a single vowel, compared?

15. How are adjectives of two syllables, which end in *y* or *e* mute, or are accented on the last syllable, compared?

How is the choice to be determined?

16. How are *most* adjectives of two syllables, and all those of three or more, compared?

17. How are they compared, when *diminution* of quality is to be expressed?

18. What are *Participial Adjectives*? Do any of them admit of comparison? and how compared?

19. How are adjectives *irregularly* compared?

20. What is said of *most* of the words of this class, which are used in the positive?

Which of them cannot be construed with *as* before and after them?

21. How are the superlatives ending in *most* formed?

22. What is said of their comparatives? Can any of them be construed with *than* after them?

What is said of those words that supply the place of their positives? Can they be compared by having the conjunction *as* before and after them?

23. What are *Incomparable* adjectives ?

24. Should the adjectives *superior*, *inferior*, *anterior*, &c., be considered as comparatives in English ? and why not ?

25. Do adjectives, having a superlative signification in themselves, admit of comparison ? and why not ?

26. Can adjectives denoting figure, shape, &c., be compared ? Why not ?

27. What are *Proper* adjectives ? and how should they always be written and printed ?

28. Are nouns ever used as adjectives ? and for what purpose ?

When two nouns are incorporated, or are connected by a hyphen, what are they ?

29. What are *Compound* adjectives ?

DEFINITIVE ADJECTIVES.

30. What are *Definitive* adjectives ?

31. What is the only property that belongs to definitive adjectives ?

What do definitive adjectives denote ? and in what respect must they always agree with the nouns to which they belong ?

32. Into how many *Classes* are definitive adjectives divided ? and what are they called ?

33. What are *Numeral* adjectives ?

34. How many *kinds* of numeral adjectives are there ? Name them.

35. What are the *Cardinal* numbers ? and what do they denote ?

36. What are the *Ordinal* numbers ? and of what *number* are they ? and why ?

37. What are the *Multiplicative* numbers ?

What do the numerals of this kind denote ?

Of what number are they ? and why ?

Are they ever applied to plural nouns ? When ?

38. What are *Pronominal* adjectives ?

39. How many kinds of pronominal adjectives are there? Name them.

40. What are *Demonstrative* adjectives?

Which of them are singular; and which plural?

To what does each of them relate? and what does each of them indicate?

What are the words *former* and *latter*, and *yon* and *yonder*? What do they do?

41. What are *Distributive* adjectives? Name them.

To what number do they belong?

To what does each of them relate, and what signify?

42. What are *Indefinite* adjectives? Name them.

Which of them are singular? which are plural? and which are applied to both numbers?

What does *all* denote? When is it singular, and when plural?

What do *no* and *none* imply? and how are they respectively used?

When *which* and *what*, and their compounds, are prefixed to nouns, what are they?

43. When *which* and *what* are prefixed to nouns, and used in *asking questions*, what are they called?

VERBS.

1. A *verb* is a word that signifies *to be*, *to do*, or *to suffer*; as, *I am*, *I rule*, *I am ruled*.

2. Verbs are modified by *Moods*, *Tenses*, *Persons*, and *Numbers*.

CLASSES.

3. Verbs, with respect to their *form*, are divided into three classes; *Regular*, *Irregular*, and *Defective*.

4. A *regular* verb is that which forms its imperfect or past tense, and its perfect participle by adding *ed* to the verb, or, *d* only when the verb ends in *e*; as, *learn, learned, learned*; *love, loved, loved*.

5. An *irregular* verb is that which does *not* form its imperfect or past tense, and perfect participle, by adding *ed* or *d* to the verb; as, *see, saw, seen*; *go, went, gone*.

6. A *defective* verb is that which is used only in some of the moods and tenses; as, *can, could*; *will, would*, &c.

7. Verbs, with respect to their *signification*, are divided into four different classes; *Active-transitive, Active-intransitive, Passive, and Neuter*.

8. An *active-transitive* verb is that which expresses the action of an agent that passes over to some object; as, "Alexander *conquered* Darius;" "I *wrote* the letter;" "They *read* their books."

9. An *active-intransitive* verb is that which expresses the action of an agent, that does *not* pass over to any object, but is wholly confined to the agent itself; as, "John *walks*;" "Edwin *runs*;" "the child *weeps*;" "the mother *mourns*."

10. A *passive* verb is that which represents its subject or nominative, as suffering, or receiving an action; as, "Darius *was conquered* by Alexander;" "the books *are read* by them."

11. A *neuter* verb is that which expresses neither action nor passion, but simply being, or a state of being; as, "I *am*; he *is*; we *sleep*; they *sit*."

12. There are also two other kinds of verbs, namely, the *Auxiliary*, and the *Impersonal*.

AUXILIARY VERBS.

13. *Auxiliary* verbs are words of one syllable, by the help of which the principal verbs are conjugated in most of their moods and tenses. They are *do*, *be*, *have*, *shall*, *will*, *may*, and *can*, with their variations, and *must* which has no variation.

Obs. 1.—Those verbs which are *exclusively* auxiliaries, have no government of case; nor do they take the sign of the infinitive before them. We cannot say, *to may*, *to can*, *to shall*, nor *to must*.

Obs. 2.—The peculiar force of the several auxiliaries will appear from the following additional observations.

Do and *did* mark the action itself, or the time of it, with greater energy and positiveness; as, "I *do* speak the truth;" "I *did* respect him;" "Here am I, for thou *didst* call me." They are of great use in *negative* sentences; as, "I *do not* fear;" "I *did not* write." They are almost universally employed in *asking questions*; as, "*Did* he learn?" "*Does* he not write?"

May and *might* express the possibility or liberty of doing a thing; *can* and *could*, the power; as, "It *may* rain;" "I *may* write or read;" "He *might* have improved more than he has;" "He *can* write much better than he *could* last year."

Must is sometimes used as an auxiliary, and denotes necessity; as, "We *must* speak the truth, whenever we do speak, and *must* not prevaricate."

Will, in the first person singular and plural, intimates resolution and promising; in the second, and the third person, only foretells; as, "I *will* reward the good, and *will* punish the wicked;" "We *will* remember benefits and be grateful;" "Thou *wilt*, or he *will* repent of that folly;" "You or they *will* have a pleasant walk."

Shall, on the contrary, in the first person, simply foretells; in the second and third persons, promises, commands, or threatens; as, "I *shall* go abroad;" "We *shall* dine at home;" "Thou *shalt*, or you *shall* inherit the land;" "They *shall* account for their misconduct." The foreigner who, as it is said, fell into the river, and cried out; "I *will* be drowned, nobody *shall* help me;" made a sad misapplication of these auxiliaries.

These observations respecting the import of the verbs *will* and *shall*, must be understood of *explicative* sentences; for when the sentence is *interrogative*, just the reverse, generally takes place; thus, "I *shall* go;" "you *will* go;" express event only; but, "*will* you go?" imports intention; and, "*shall* I go?" refers to the will of another. But, "he *shall* go," and "*shall* he go?" both imply will; expressing or referring to command.

Would and *should* are subject to the same rules as *will* and *shall*. *Would*, in the first person, implies an inclination or willingness in the speaker; as, "I *would* sing if I could." In the second and third persons, it simply foretells; as, "You *would* be astonished, were you to see his performance."

Should, in the first person, generally foretells; as, "Were I to run, I *should* soon be fatigued." In the second and third persons, it is equivalent to *ought*; as, "We *should* (*ought to*) remember the poor." *Should*, in the third person, preceded by a conjunction, often foretells; as, "If he *should* not succeed, he himself would be to blame."

Would, primarily denotes inclination of will ; and *should* obligation ; but they both, occasionally, vary their import, and are often used to express a simple event.

IMPERSONAL VERBS.

14. *Impersonal* verbs are those which are used only in the third person singular, with *it* for the nominative ; as, *It rains*, *it snows*, *it lightens*, *it thunders*, *it freezes*, *it is cold*, &c. They are so called, because the neuter pronoun *it* does not seem to represent any antecedent person or thing, and is, therefore, considered to be, not a personal subject, but merely an expletive. They are, in some grammars, called *Unipersonal verbs*.

MOODS.

15. *Moods* are different forms of the verb, showing the particular manner in which the being, action, or passion, is expressed.

16. There are five moods :—the *Indicative*, the *Imperative*, the *Potential*, the *Subjunctive*, and the *Infinitive*.

17. The *Indicative mood* is that form of the verb, which simply indicates or declares a thing ; as, “ *He loves*, *he is loved* ;” or, it asks a question ; as, “ *Does he love ?*” “ *Is he loved ?*”

18. The *Imperative mood* is that form of the verb, which is used for commanding, exhort-

ing, entreating, or permitting ; as, “ *Depart thou ;* ” “ *Mind ye ;* ” “ *Let us stay ;* ” “ *Go in peace.* ”

Obs.—The command or entreaty is always in the *present* time, and addressed from the first to the *second* person. Hence, the imperative mood has usually only the *second* person, in each number of the *present tense* ; as, “ *Love thou ; Love ye or you.* ”

19. The *Potential mood* is that form of the verb which implies possibility or liberty, power, will, or obligation ; as, “ *It may rain ; he may go or stay ; I can ride ; he would walk ; they should learn.* ” It is also used in asking questions ; as, “ *Can you sing ? May he go ? Must I stay ?* ”

20. The *Subjunctive mood* is that form of the verb which represents the being, action, or passion as doubtful, contingent, or conditional ; as, “ *Were he good, he would be happy,* ” that is, if he were good, &c. “ *I will respect him, though he chide me.* ”

21. The *Infinitive mood* is that form of the verb which expresses the being, action, or passion, in a general and unlimited manner, without any distinction of person or number ; as, “ *To sit, to speak, to be feared.* ”

Obs.—The infinitive present is the radical form or root of the verb, and the name of it. It may generally be known by the sign *to* before it. Sometimes, it is equivalent to a noun, performing its office in the nominative and objective cases : in the nominative ; as, “ *To rise early is healthful.* ” in the objective ; as, “ *Boys love to play.* ”

TENSES.

22. *Tense* signifies the distinction of time.

There are three general divisions of time : —the *present*, *past*, and *future* ; but to mark it more accurately, it is made to consist of *one* present tense, *three* past, and *two* future tenses : hence,

Verbs have six tenses : the *Present*, the *Imperfect*, the *Perfect*, the *Pluperfect*, the *First-future*, and the *Second-future*.

23. The *Indicative* and *Subjunctive* moods have all the *six* tenses.

24. The *Imperative* has only *one* tense ; the *Present*.

25. The *Potential* has four, namely, the *Present*, the *Imperfect*, the *Perfect*, and the *Pluperfect*.

26. The *Infinitive* has two ; the *Present*, and the *Perfect*.

27. The *Present tense* is that which denotes the present time ; as, “ I love ; he *is* loved ; they *are* loving.”

28. The *Imperfect tense* is that which denotes time *completely* past ; as, “ I wrote a letter, and *sent* it to him last week ; he *was* then *traveling*.”

Obs.—The *imperfect* indicative, in its simple form, is also called the *preterit* tense ; as, *loved*, *went*, *was*, *would*, *could*, &c.

29. The *Perfect tense* is that which not only denotes past time, but also conveys an allusion to the present; as, “*I have written the letter ; it has just been sent to him.*”

30. The *Pluperfect tense* is that which denotes past time, but as *prior* to some other past time specified; as, “*I had finished my letter before he arrived.*”

31. The *First-future tense* is that which denotes time to come; as, “*I will write to-morrow ;*” “*I shall see them again.*”

32. The *Second-future tense* is that which denotes what will have taken place, at or before some other future time mentioned; as, “*I shall have finished my letter, when or before the mail arrives.*”

Although the terms here used, to designate most of the tenses, may not be so significant and appropriate as scientific names should be, they are nevertheless adopted, not only because of their having been so long used, and so generally approved by most of the eminent grammarians, and hence have an established authority, but also from the fact of the great want of agreement and uniformity among most modern grammarians respecting any others, as will appear from the following discordant list of some of the names substituted for them, and applied by different authors of the present day :—

Present. Present definite; Present indefinite; Present emphatic.

Imperfect. Past: Past-definite; Indefinite-past; Preterit; First-preterit; Preter-imperfect.

Perfect. Prior-present ; Present-perfect ; Past-indefinite ; Perfect-present ; Present-anterior ; Second-preterit ; Preter-perfect.

Pluperfect. Prior-past ; Past-perfect ; Prior-perfect ; Past-anterior ; Preter-pluperfect ; Third-preterit.

First-future. Future ; Indefinite-future ; Present-future ; Future-imperfect ; Future-indefinite ; Future-anterior ; Present-future-perfect.

Second-future. Prior-future ; Future-perfect ; Perfect-future.

PARTICIPLES.

33. A *participle* is a certain form of a verb, and derives its name from its *participating* the properties both of a verb and an adjective ; as, “ I am desirous of *knowing* him ;” “ *admired* and *applauded*, he became vain ;” “ Having *finished* his work, he submitted it,” &c.

Obs.—Participles partake of the nature, and perform the office of verbs, in implying the idea of time, and signifying actions ; and when transitive, in governing the objective case of nouns and pronouns, in the same manner as verbs do. That they are mere modes of the verb, is manifest ; for they signify being, doing, or suffering, with the designation of time superadded ; therefore, they are herein comprehended in the general name of verbs, and not considered as a distinct part of speech.

34. There are three participles : the *Present*, the *Perfect*, and the *Compound Perfect* ; as, Present, *loving* ; Perfect, *loved* ; Compound Perfect, *having loved*.

35. The *present* participle is that which denotes a continuance of the being, action,

or passion, and is always formed by adding *ing* to the verb ; as, *standing, seeing, being seen.*

36. The *perfect* participle denotes that the being, action, or passion, is *perfected* or completely finished ; as, *been, learned, loved.*

37. The *Compound perfect* participle denotes, that the being, action, or passion, is completed before some other action specified ; as, “ *Having learned* his lesson, he walked abroad for exercise.”

PERSONS AND NUMBERS.

38. Verbs, like their nominatives, have in each number, *three* persons ; and in each person, *two* numbers,—the *singular* and the *plural* ; thus,

Singular.

Plural.

1st Person, I love.

1st Person, We love.

2d Person, Thou lovest.

2d Person, Ye or you love.

3d Person, He loves, or loveth. 3d Person, They love.

Obs.—Person and number, strictly speaking, belong to the nominative, which is either a noun or a pronoun, and not to the attribute or verb, which simply signifies being, action, or passion.

THE ROOT OF THE VERB.

39. The *Root* of a verb is that simplest form of it, which is found in the present

infinitive. It is so called, because, from it, the principal parts are derived.

40. The **PRINCIPAL PARTS** of a verb are those from which all the other parts are formed.

41. There are *three* principal parts, namely, the *Present* tense, the *Imperfect* or *past* tense, and the *Perfect Participle* ; as,

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Love,	Loved,	Loved.
See,	Saw,	Seen.
Go,	Went,	Gone.

A verb deficient in any of these parts, is called *defective*.

THE SIGNS AND FORMATIONS OF THE MOODS AND TENSES.

42. The signs of the moods and tenses are chiefly auxiliaries, which, when joined to verbs or participles, express the manner and time of their being, action, or passion, and distinguish the different moods and tenses from one another.

REMARK.—When the learner recites the following signs and formations of the various moods and tenses of the verbs, he should also be required to conjugate them, in the different persons and numbers, on the Chart, till he is thoroughly familiar with them.

INDICATIVE MOOD.

43. The *Present tense* has for its signs, the simple form of the verb itself, or the auxiliary *do*, and its variations, *dost*, *doth*, or

does ; and is formed by prefixing them to the root of the verb ; as, I *love*, I *do* love, thou *dost* love, he *doth* or *does* love.

44. The *Imperfect tense* has for its signs, the termination *d* or *ed*, of the regular verbs ; or the auxiliary *did*, and its variation, *didst*, prefixed to the root of the verb ; as, I *loved*, I *learned* ; I *did* love, thou *didst* love.

45. The *Perfect tense* has for its signs, *have*, and its variations *hast*, *hath* or *has*, prefixed to the perfect participle ; as, I *have* loved, thou *hast* loved, he *hath* or *has* loved.

46. The *Pluperfect tense* has for its signs, *had*, and its variation, *hadst*, prefixed to a perfect participle ; as, I *had* loved, thou *hadst* loved.

47. The *First-future tense* has for its signs, *shall* and *will*, and their variations, *shalt* and *wilt* ; and is formed by prefixing them to the root of the verb ; as, I *shall* or *will* love, thou *shalt* or *wilt* love.

48. The *Second-future tense* has for its signs, *shall have*, and *will have*, and the variation, *wilt have*, prefixed to a perfect participle ; as, I *shall have* loved, thou *wilt have* loved.

IMPERATIVE MOOD.

49. The *Imperative mood* is expressed by the root of the verb itself, except that the auxiliary *do* is occasionally used with it. The verb, in this mood, is always in the present tense, agreeing with *thou* or *ye* or *you* after it, expressed or understood ; and when *do* is used, the nominative comes between it and the principal verb. Neither the principal verb, nor the auxiliary is ever varied in this mood.

POTENTIAL MOOD.

The tenses of the Potential mood, have for their signs the following auxiliaries :—

50. The *Present tense* has *may*, *can*, or *must*, with the variations, *mayst*, or *canst* prefixed to the root of a verb ; as, I *may*, *can*, or *must* love, thou *mayst*, *canst*, or *must* love.

51. The *Imperfect tense* has *might*, *could*, *would*, or *should*, and their variations *mightst*, *couldst*, *wouldst*, or *shouldst*, prefixed to the root of a verb; as, I *might*, *could*, *would* or *should* love, thou *mightst*, *couldst*, *wouldst*, or *shouldst* love.

52. The *Perfect tense* has *may have*, *can have*, or *must have*, and their variations, prefixed to a perfect participle; as, I *may*, *can*, or *must have* loved, thou *mayst*, *canst*, or *must have* loved.

53. The *Pluperfect tense* has *might have*, *could have*, *would have*, or *should have*, and their variations, prefixed to a perfect participle; as, I *might*, *could*, *would*, or *should have* loved, thou *mightst*, *couldst*, *wouldst*, or *shouldst have* loved

SUBJUNCTIVE MOOD.

54. The *Subjunctive mood* has generally for its signs, the conjunctions *if*, *though*, *unless*, *except*, *lest*, *whether*, &c., placed before it; as, *If I love*; *unless he love*.

55. The signs of the several tenses of the *Subjunctive mood* are, in every respect, the same as those of the correspondent tenses of the indicative, except the present and the second-future; the former of which has no personal endings, and of the latter, the auxiliary *shalt*, *shall*, not *wilt*, *will*, is used in the second and third persons, singular and plural. The present and imperfect tenses of the verb *be*, are also different from those of the indicative.

INFINITIVE MOOD.

56. The *Infinitive mood* has for its sign, the particle *to*, which, in the *Present tense*, is prefixed to the simple form of the verb; as, *To love*; *to be*.

57. The *Perfect tense* has *to have* for its sign, and is formed by prefixing it to the perfect participle; or the sign *to*, to the perfect indicative; as, *To have loved*; *to have been loved*.

PARTICIPLES.

58. The *Present* participle is always formed by adding *ing* to the verb; as, *fearing, loving*; and when passive, by prefixing *being* to the perfect; as, *being feared, being loved*.

59. The *Perfect* participle of regular verbs, terminates in *ed*, or *d* only, when the verb ends in *e*; as, *feared, loved*. When the verb is irregular, it has various terminations, as may be seen by adverting to the list.

60. The *Compound perfect* participle is formed by prefixing *having* to the perfect participle; as, *having feared; having loved*; and when passive, by inserting *been* between them; as, *having been feared; having been loved*.

CONJUGATION OF VERBS.

61. The Conjugation of a verb, is the regular combination and arrangement of its several moods, tenses, persons, and numbers.

Obs. 1.—The term *conjugation* is derived from the two Latin words, *con* together, and *jugum* a yoke, meaning *to yoke or join together*.

Obs. 2.—The *moods* and *tenses* are formed partly by the inflections or changes of the principal verb itself, and partly by the assistance of auxiliaries.

Those tenses which are formed by the verb itself, without an auxiliary, are called *Simple tenses*; as, *I love, I loved, Love thou*; and those which are formed by the combination of the verb or its participles with auxiliaries, are called *Compound tenses*; as, *I shall love; I have loved; he is writing*.

Conjugation of the Regular Active-transitive Verb, LOVE.

ROOT. TO LOVE.

PRINCIPAL PARTS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Love,	Loved,	Loved.

INDICATIVE MOOD.

PRESENT TENSE. (Simple Form.)

Singular.

Plural.

- | | |
|--------------------------------------|---------------------------|
| 1. I love, | 1. We love, |
| 2. Thou lovest, <i>or</i> You *love, | 2. Ye <i>or</i> You love, |
| 3. He loves, <i>or</i> loveth ; | 3. They love. |

(Emphatic Form.)

Singular.

Plural.

- | | |
|--------------------|------------------|
| 1. I do love, | 1. We do love, |
| 2. Thou dost love, | 2. You do love, |
| 3. He does love ; | 3. They do love. |

IMPERFECT TENSE. (Simple Form.)

Singular.

Plural.

- | | |
|------------------|----------------|
| 1. I love, | 1. We loved, |
| 2. Thou lovedst, | 2. You loved, |
| 3. He loved ; | 3. They loved. |

(Emphatic Form.)

Singular.

Plural.

- | | |
|---------------------|-------------------|
| 1. I did love, | 1. We did love, |
| 2. Thou didst love, | 2. You did love, |
| 3. He did love ; | 3. They did love. |

PERFECT TENSE.

Singular.

Plural.

- | | |
|---------------------|---------------------|
| 1. I have loved, | 1. We have loved, |
| 2. Thou hast loved, | 2. You have loved, |
| 3. He has loved ; | 3. They have loved. |

* In the common or familiar style, the pronoun *you* is used in the second person *singular*, as well as plural, always, however, with a *plural* verb. The pronouns *thou* and *ye*, are used in the sacred or solemn style. *Ye*, being seldom used, and the verb never varied by it, is omitted in the other tenses, for the sake of brevity.

PLUPERFECT TENSE.

Singular.

1. I had loved,
2. Thou hadst loved,
3. He had loved ;

Plural.

1. We had loved,
2. You had loved,
3. They had loved.

FIRST-FUTURE TENSE.

Singular.

1. I shall *or* will love,
2. Thou shalt *or* wilt love,
3. He shall *or* will love ;

Plural.

1. We shall *or* will love,
2. You shall *or* will love,
3. They shall *or* will love.

SECOND-FUTURE TENSE.

Singular.

1. I shall have loved,
2. Thou wilt have loved,
3. He will have loved ;

Plural.

1. We shall have loved,
2. You will have loved,
3. They will have loved.

IMPERATIVE MOOD.

PRESENT TENSE.

Singular.

1.
2. Love (thou), *or* Do thou love,
3.

Plural.

1.
2. Love (ye *or* you), *or* Do you love.
3.

Obs.—Although the imperative mood is generally used only in the *second* person, yet there are some idiomatic expressions so anomalous in construction as to be difficult to analyse, and seem to be, more properly, the *first* or *third* person of this mood. Indeed, it is difficult, by any circumlocution, to recognize them as being in any other persons. Such are the following:—*Blessed be he* that blesseth thee, and *cursed be he* that curseth thee.” “My soul turn from them;—*turn we* to survey.” “*Hallowed be Thy name.*” “*Be it enacted.*” “*Be it remembered.*”

POTENTIAL MOOD.

PRESENT TENSE.

Singular.

Plural.

- | | |
|--|--|
| 1. I may, can, <i>or</i> must love, | 1. We may, can, <i>or</i> must love, |
| 2. Thou mayst, canst, <i>or</i> must love, | 2. You may, can, <i>or</i> must love, |
| 3. He may, can, <i>or</i> must love ; | 3. They may, can, <i>or</i> must love. |

IMPERFECT TENSE.

Singular.

Plural.

- | | |
|---|---|
| 1. I might, could, would, <i>or</i> should love, | 1. We might, could, would, <i>or</i> should love, |
| 2. Thou mightst, couldst, wouldst, <i>or</i> shouldst love, | 2. You might, could, would, <i>or</i> should love, |
| 3. He might, could, would, <i>or</i> should love ; | 3. They might, could, would, <i>or</i> should love. |

PERFECT TENSE.

Singular.

Plural.

- | | |
|--|--|
| 1. I may, can, <i>or</i> must have loved, | 1. We may, can, <i>or</i> must have loved, |
| 2. Thou mayst, canst, <i>or</i> must have loved, | 2. You may, can, <i>or</i> must have loved, |
| 3. He may, can, <i>or</i> must have loved ; | 3. They may, can, <i>or</i> must have loved. |

PLUPERFECT TENSE.

Singular.

Plural.

- | | |
|---|---|
| 1. I might, could, would, <i>or</i> should have loved, | 1. We might, could, would, <i>or</i> should have loved, |
| 2. Thou mightst, couldst, wouldst, <i>or</i> shouldst have loved, | 2. You might, could, would, <i>or</i> should have loved, |
| 3. He might, could, would, <i>or</i> should have loved ; | 3. They might, could, would, <i>or</i> should have loved. |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

(Simple Form.)

Singular.

1. If I love,
2. If thou love,
3. If he love ;

Plural.

1. If we love,
2. If you love,
3. If they love.

(Emphatic Form.)

Singular.

1. If I do love,
2. If thou do love,
3. If he do love ;

Plural.

1. If we do love,
2. If you do love,
3. If they do love.

Obs. 1.—The remaining tenses of this mood, are similar to the correspondent tenses of the indicative, with some conjunction, expressing doubt or contingency, prefixed, except that the auxiliary *shalt*, *shall*, instead of *wilt*, *will*, is used in the second and third persons of the second-future tense.

Obs. 2.—Although only the conjunction *if* is here prefixed to the verb, the conjunctions *though*, *lest*, *unless*, and the like, may, with equal propriety, be also occasionally used ; as, “ *Though I love,*” “ *Lest he love,*” &c.

Obs. 3.—The present tense (simple form,) is properly an *elliptical* form of the future,—an auxiliary denoting future time being understood ; as, “ *If I love, If thou love,*” &c., for, “ *If I shall or will love, If thou shalt or wilt love,*” &c.

Obs. 4.—In the present tense, (emphatic form,) the auxiliary *do*, as well as the principal verb, is also used without any personal termination ; as, “ *If now thou do prosper my way which I go.*” —GEN. xxiv. 42. “ *If thou do repent.*” “ *That the shame of thy nakedness do not appear.*”—REV. iii. 18. “ *If he do not utter it.*”—LEV. v. 1. “ *If thou do pardon, whosoever pray.*”—SHAKESPEARE.

OBS. 5.—The subjunctive form is sometimes used after *adverbs*, such as *till, until, before, when, &c.*; as, “Ye do show the Lord’s death *till he come.*” “Blow *till thou burst* thy wind.”—SHAKSPEARE. “*Until the day dawn, and the day-star arise* in your hearts.” “*Before it come* to pass.” “*Before the cock crow.*” In the second and third persons of the second-future tense, the auxiliary *shalt, shall*, only is used; thus, “He *will have completed* the work by midsummer,” is the indicative form; but the subjunctive is, “*If he shall have completed* the work by midsummer.” “*When ye shall have done* all those things which are commanded you.”—LUKE xvii. 10. “Then cometh the end, *when he shall have delivered* up the kingdom to God, even the Father; *when he shall have put* down all rule, and all authority and power.”—1 COR. xv. 24.

INFINITIVE MOOD.

<i>Present Tense.</i>	To love.
<i>Perfect Tense.</i>	To have loved.

PARTICIPLES.

<i>Present,</i>	Loving.
<i>Perfect,</i>	Loved.
<i>Compound Perfect,</i>	Having loved.

The Auxiliary and Irregular Neuter Verb BE, is conjugated as follows :

ROOT. TO BE.

PRINCIPAL PARTS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Be or am.	Was.	Been.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I am,	1. We are,
2. Thou art,	2. You are,
3. He is ;*	3. They are.

IMPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I was,	1. We were,
2. Thou wast,	2. You were,
3. He was ;	3. They were.

PERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I have been,	1. We have been,
2. Thou hast been,	2. You have been,
3. He has been ;	3. They have been.

PLUPERFECT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I had been,	1. We had been,
2. Thou hadst been,	2. You had been,
3. He had been ;	3. They had been.

FIRST-FUTURE TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I shall <i>or</i> will be,	1. We shall <i>or</i> will be,
2. Thou shalt <i>or</i> wilt be,	2. You shall <i>or</i> will be,
3. He shall <i>or</i> will be ;	3. They shall <i>or</i> will be.

* *Be* was formerly used in the present indicative ; as, "I think it *be* thine indeed ; for thou liest in it."—SHAKESPEARE. "There *be* of Protestants," &c.—MILTON. "What *be* these two olive branches ?"—"Knowest thou not what these *be* ?"—ZECH. iv. 12, 13. "We *be* twelve brethren."—GEN. xlii. 32. Its use in this mood and tense is now wholly obsolete.

SECOND-FUTURE TENSE.

Singular.

1. I shall have been,
2. Thou wilt have been,
3. He will have been ;

Plural.

1. We shall have been,
2. You will have been,
3. They will have been.

IMPERATIVE MOOD.

PRESENT TENSE.

Singular.

1.
2. Be (thou) *or* Do thou be,
3.

Plural.

1.
2. Be (ye *or* you), *or* Do you be.
3.

POTENTIAL MOOD.

PRESENT TENSE.

Singular.

1. I may, can, *or* must be,
2. Thou mayst, canst, *or* must be,
3. He may, can, *or* must be;

Plural.

1. We may, can, *or* must be,
2. You may, can, *or* must be,
3. They may, can, *or* must be.

IMPERFECT TENSE.

Singular.

1. I might, could, would, *or* should be,
2. Thou mightst, couldst, wouldst, *or* shouldst be,
3. He might, could, would, *or* should be ;

Plural.

1. We might, could, would, *or* should be,
2. You might, could, would, *or* should be,
3. They might, could, would, *or* should be.

PERFECT TENSE.

*Singular.**Plural.*

- | | |
|--|--|
| 1. I may, can, <i>or</i> must have been, | 1. We may, can, <i>or</i> must have been, |
| 2. Thou mayst, canst <i>or</i> must have been, | 2. You may, can, <i>or</i> must have been, |
| 3. He may, can, <i>or</i> must have been ; | 3. He may, can, <i>or</i> must have been. |

PLUPERFECT TENSE.

*Singular.**Plural.*

- | | |
|--|--|
| 1. I might, could, would, <i>or</i> should have been, | 1. We might, could, would, <i>or</i> should have been, |
| 2. Thou mightst, couldst, wouldst, <i>or</i> shouldst have been. | 2. You might, could, would, <i>or</i> should have been, |
| 3. He might, could, would, <i>or</i> should have been ; | 3. They might, could, would, <i>or</i> should have been. |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|----------------|----------------|
| 1. If I be, | 1. If we be, |
| 2. If thou be, | 2. If you be, |
| 3. If he be ; | 3. If they be. |

IMPERFECT TENSE.

*Singular.**Plural.*

- | | |
|---------------------------------------|---------------------------------------|
| 1. If I were, <i>or</i> Were I, | 1. If we were, <i>or</i> Were we, |
| 2. If thou wert, <i>or</i> Wert thou, | 2. If you were, <i>or</i> Were you, |
| 3. If he were, <i>or</i> Were he ; | 3. If they were, <i>or</i> Were they. |

Obs. 1.—The remaining tenses of this mood, are similar to the correspondent tenses of the indicative, except that *shalt, shall*, only is used in the second-future tense.

OBS. 2.—The present tense of this mood implies *uncertainty* of a fact ; and the imperfect tense implies a *negation* of its existence. As in the case of a person calling on me for a book ; if I am uncertain whether I have it or not, I answer, “ if the book *be* in my library, or if I *have* the book, you shall be welcome to it ;” but if I am certain that I have not the book, I say, “ if the book *were* in my library, or if I *had* the book, it should be at your service ”

INFINITIVE MOOD.

<i>Present Tense,</i>	To be.
<i>Perfect Tense,</i>	To have been.

PARTICIPLES.

<i>Present,</i>	Being,
<i>Perfect,</i>	Been,
<i>Compound Perfect,</i>	Having been.

PASSIVE VERBS.

62. *Passive Verbs* are conjugated by adding the perfect participle of an active-transitive verb to the auxiliary *be*, through all its changes of moods, tenses, persons, and numbers ; thus, from the active-transitive verb “ *Love*, ” is formed the passive, “ *I am loved, I was loved, I shall be loved,* ” &c.

OBS. 1.—Passive verbs are formed only from active-transitive verbs. When an active verb is converted into the passive form, the object of the action becomes the subject of the passive verb, and the nominative or agent of the active verb usually follows it, and is governed by the preposition *by* ; as, the sentences, “ *Brutus killed Cæsar,* ” “ *David slew Goliath,* ” are made passive by saying, “ *Cæsar was killed by Brutus,* ” “ *Goliath was slain by David.* ”

Obs. 2.—As no object can be acted upon by active-intransitive or neuter verbs, they neither admit of an objective case after them, nor of a passive form or construction.

Obs. 3.—The verb *to be*, signifies *to exist*, and has eleven variations to denote its manifold applications; namely, *am, art, is, are, was, wast, were, wert, be, been, and being*. Every passive verb must be composed of one of these variations, and the perfect participle of some active-transitive verb. When thus incorporated or combined, the passive verb will always be in the same mood, tense, person, and number that the neuter verb *be* would be in, if the participle were not added.

Obs. 4.—The passive form of a verb is convenient to use, when we do not know, or when we know, and do not wish to expose the name of the agent or actor; thus, instead of saying, “John stole my knife,” I can say, “My knife was stolen,” without exposing the name of the thief.

Conjugation of the Regular Passive Verb, BE LOVED.

ROOT. TO BE LOVED.

PRINCIPAL PARTS.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle</i>
Love,	Loved,	Loved.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I am loved,	1. We are loved,
2. Thou art loved,	2. You are loved,
3. He is loved ;	3. They are loved.

IMPERFECT TENSE.

Singular.

1. I was loved,
2. Thou wast loved,
3. He was loved,

Plural.

1. We were loved,
2. You were loved,
3. They were loved.

PERFECT TENSE.

Singular.

1. I have been loved,
2. Thou hast been loved,
3. He has been loved,

Plural.

1. We have been loved,
2. You have been loved,
3. They have been loved.

PLUPERFECT TENSE.

Singular.

1. I had been loved,
2. Thou hadst been loved,
3. He had been loved,

Plural.

1. We had been loved,
2. You had been loved,
3. They had been loved.

FIRST-FUTURE TENSE.

Singular.

1. I shall *or* will be loved,
2. Thou shalt *or* wilt be loved,
3. He shall *or* will be loved,

Plural.

1. We shall *or* will be loved,
2. You shall *or* will be loved,
3. They shall *or* will be loved.

SECOND-FUTURE TENSE.

Singular.

1. I shall have been loved,
2. Thou wilt have been loved,
3. He will have been loved,

Plural.

1. We shall have been loved,
2. You will have been loved,
3. They will have been loved.

IMPERATIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|---|--|
| 1. | 1. |
| 2. Be (thou) loved, <i>or</i> Do thou be loved, | 2. Be (ye <i>or</i> you) loved, <i>or</i> Do you be loved. |
| 3. | 3. |

POTENTIAL MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|--|--|
| 1. I may, can, <i>or</i> must be loved, | 1. We may, can, <i>or</i> must be loved, |
| 2. Thou mayst, canst, <i>or</i> must be loved, | 2. You may, can, <i>or</i> must be loved, |
| 3. He may, can, <i>or</i> must be loved, | 3. They may, can, <i>or</i> must be loved. |

IMPERFECT TENSE.

*Singular.**Plural.*

- | | |
|---|---|
| 1. I might, could, would, <i>or</i> should be loved, | 1. We might, could, would, <i>or</i> should be loved, |
| 2. Thou mightst, couldst, wouldst, <i>or</i> shouldst be loved, | 2. You might, could, would, <i>or</i> should be loved, |
| 3. He might, could, would, <i>or</i> should be loved, | 3. They might, could, would, <i>or</i> should be loved. |

PERFECT TENSE.

*Singular.**Plural.*

- | | |
|---|---|
| 1. I may, can, <i>or</i> must have been loved, | 1. We may, can, <i>or</i> must have been loved, |
| 2. Thou mayst, canst, <i>or</i> must have been loved, | 2. You may, can, <i>or</i> must have been loved, |
| 3. He may, can, <i>or</i> must have been loved, | 3. They may, can, <i>or</i> must have been loved. |

PLUPERFECT TENSE.

Singular.

Plural.

- | | |
|--|--|
| 1. I might, could, would, <i>or</i>
should have been loved, | 1. We might, could would,
<i>or</i> should have been
loved, |
| 2. Thou mightst, couldst,
wouldst, <i>or</i> shouldst have
been loved, | 2. You might, could, would,
<i>or</i> should have been
loved, |
| 3. He might, could, would,
<i>or</i> should have been
loved, | 3. They might, could, would,
<i>or</i> should have been
loved. |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Singular.

Plural.

- | | |
|----------------------|----------------------|
| 1. If I be loved, | 1. If we be loved, |
| 2. If thou be loved, | 2. If you be loved, |
| 3. If he be loved, | 3. If they be loved. |

IMPERFECT TENSE.

Singular.

Plural.

- | | |
|--|--|
| 1. If I were loved, <i>or</i> Were
I loved, | 1. If we were loved, <i>or</i> Were
we loved, |
| 2. If thou wert loved, <i>or</i>
Wert thou loved, | 2. If you were loved, <i>or</i>
Were you loved, |
| 3. If he were loved, <i>or</i> Were,
he loved, | 3. If they were loved, <i>or</i>
Were they loved. |

OBS.—The remaining tenses of this mood, except the second-future, are similar to the correspondent tenses of the indicative.

INFINITIVE MOOD.

Present Tense,

To be loved.

Perfect,

To have been loved.

PARTICIPLES.

<i>Present,</i>	Being loved.
<i>Perfect,</i>	Loved.
<i>Compound Perfect,</i>	Having been loved.

PROGRESSIVE FORM.

63. Active and neuter verbs are conjugated in the *Progressive form*, by adding their present participle to the auxiliary verb *be*, through all the moods and tenses ; as, “*I am reading ; they have been running ; we were sitting,*” &c. This form of the verb is used to express the continuance of an action, or a state of being, and is, on particular occasions, preferable to the simple form.

Obs. 1.—The combination of the verb *be* with the present participle, is also sometimes called the *Definite form*, because it denotes the time more *definitely* than the other which is styled the *Indefinite form* ; as, Definite, “*I was writing* ; Indefinite, *I wrote.*”

Obs. 2.—The verb *be*, when the present participle is added to it, becomes an *auxiliary*, and serves to denote the mood, tense, person, and number of the verb ; and the participle becomes the principal part of the verb, in the same manner as the *perfect* participle does in the passive verb. The signification of the verb, may be either *active-transitive* or *intransitive*, or it may be *neuter*, which is invariably determined by the participle.

Obs. 3.—As the participle, in this mode of conjugation, performs the offices of a verb, through all the moods and tenses ; and as it implies the idea of time, and when transitive, governs the objective case of nouns and pronouns, in the same manner as verbs do ; is it not manifest, that it is a species or form of the verb, and that it cannot be properly considered as a distinct part of speech ?

Synopsis of the Active-transitive verb, To READ, conjugated in the Progressive form, as follows :—

INDICATIVE MOOD.

Present.	I am reading.*
Imperfect.	I was reading.
Perfect.	I have been reading.
Pluperfect.	I had been reading.
First-future.	I shall <i>or</i> will be reading.
Second-future.	I shall have been reading.

IMPERATIVE MOOD.

Present.	1.
	2. Be (thou) reading, <i>or</i> Do thou be reading.
	3.

POTENTIAL MOOD.

Present.	I may, can, <i>or</i> must be reading.
Imperfect.	I might, could, would, <i>or</i> should be reading.
Perfect.	I may, can, <i>or</i> must have been reading.
Pluperfect.	I might, could, would, <i>or</i> should have been reading.

SUBJUNCTIVE MOOD.

Present.	If I be reading.
Imperfect.	If I were reading.
Perfect.	If I have been reading.
Pluperfect.	If I had been reading.
First-future.	If I shall <i>or</i> will be reading.
Second-future.	If I shall have been reading.

* These forms of expression are adapted only to particular acts. Verbs which denote general habits, or affections of the mind, *as, love, hate, know, &c.*, do not admit of the Progressive form. We have therefore, in this case, departed from the model verb.

INFINITIVE MOOD.

Present.	To be reading.
Perfect.	To have been reading.

PARTICIPLES.

Present.	Reading.
Perfect.	<u> </u>
Compound Perfect.	Having been reading.

INTERROGATIVE FORM.

64. Verbs are used *interrogatively* only in the indicative and potential moods; and they are conjugated by placing the nominative after them, in the simple tenses; as, "Lovest *thou* me?" "Have *you* any money?" And after the first auxiliary in the compound tenses; as, "Did he come?" "May we go?"

*Synopsis of the Irregular Active-Intransitive verb, Go,
Interrogatively conjugated as follows:—*

INDICATIVE MOOD.

<i>Present.</i>	Do I go?
<i>Imperfect.</i>	Did I go?
<i>Perfect.</i>	Have I gone?
<i>Pluperfect.</i>	Had I gone?
<i>First-future.</i>	Shall, or will I go?
<i>Second-future.</i>	Shall I have gone?

POTENTIAL MOOD.

<i>Present.</i>	May, can, <i>or</i> must I go ?
<i>Imperfect.</i>	Might, could, would, <i>or</i> should I go ?
<i>Perfect.</i>	May, can, <i>or</i> must I have gone ?
<i>Pluperfect.</i>	Might, could, would, <i>or</i> should I have gone ?

NEGATIVE FORM.

65. Verbs are conjugated *negatively*, by placing the adverb *not* after them, or the first auxiliary ; and before the infinitive mood, and the participles ; as, “*Fear not*, little flock ;” “*I have not* seen him ;” “*Not to hear* her ;” “*Not having* seen him.”

When the adverb *never* is used, it generally occupies the same place as *not*, in the compound tenses. It commonly precedes the single verbs, except *be*, which it follows ; as, “*She never sings.*” “*We are never absent.*”

*Synopsis of the Irregular Active-Transitive verb, To SEE,
Conjugated Negatively, as follows :—*

INDICATIVE MOOD.

Present.	I see <i>not</i> , <i>or</i> I do <i>not</i> see.
Imperfect.	I saw <i>not</i> , <i>or</i> I did <i>not</i> see.
Perfect.	I have <i>not</i> seen.
Pluperfect.	I had <i>not</i> seen.
First-future,	I shall, <i>or</i> will <i>not</i> see.
Second-future,	I shall <i>not</i> have seen.

IMPERATIVE MOOD.

Present. See, *or* see thou *not*, *or* Do thou *not* see.

POTENTIAL MOOD.

Present. I may, *or* can *not* see.

Imperfect. I might, could, would, *or* should *not* see.

Perfect. I may, *or* can *not* have seen.

Pluperfect. I might, could, would, *or* should *not* have seen.

SUBJUNCTIVE MOOD.

Present. If I see *not*, *or* do *not* see.

Imperfect. If I saw *not*, *or* did *not* see.

Perfect. If I have *not* seen.

Pluperfect. If I had *not* seen.

First-future. If I shall, *or* will *not* see.

Second-future. If I shall *not* have seen.

INFINITIVE MOOD.

Present. *Not* to see.

Perfect. *Not* to have seen.

PARTICIPLES.

Present. *Not* seeing.

Perfect. *Not* seen.

Compound Perfect. *Not* having seen.

66. Verbs are used *interrogatively* and *negatively*, only in the indicative and potential moods; and they are conjugated by placing the nominative and the adverb *not*, after them, or the first auxiliary; as, “*Do I not love him?*” “*Should I not have loved him?*”

Synopsis of the Irregular Active-Transitive verb, To WRITE, Interrogatively and Negatively Conjugated, as follows:—

INDICATIVE MOOD.

Present.	Do I <i>not</i> write?
Imperfect.	Did I <i>not</i> write?
Perfect.	Have I <i>not</i> written?
Pluperfect.	Had I <i>not</i> written?
First-future.	Shall, <i>or</i> will I <i>not</i> write?
Second-future.	Shall I <i>not</i> have written?

POTENTIAL MOOD.

Present.	May, can, <i>or</i> must I <i>not</i> write?
Imperfect.	Might, could, would, <i>or</i> should I <i>not</i> write?
Perfect.	May can, <i>or</i> must I <i>not</i> have written?
Pluperfect.	Might, could, would, <i>or</i> should I <i>not</i> have written?

EMPHATIC FORM.

67. Verbs are conjugated in the *Emphatic form*, by placing *do* and *did* before them, in the present and imperfect tenses of the indi-

cative and subjunctive moods ; and *do* before the nominative, and them in the imperative. They are almost always used in asking questions, or when emphasis or strong negation is to be expressed ; as, “ *Does* he learn ? ” “ *Did* he intend to go ? ” “ *I do* know it to be true ; ” “ *I did* see him.” “ *Do* thou go ; ” “ *I do* not believe it.”

DEFECTIVE VERBS.

68. *Defective verbs* are those which are used only in some of the moods and tenses.

All the auxiliaries, except *do*, *be*, and *have*, are defective.

The following is a list of them :—

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Can,	could,	_____
May,	might,	_____
Must,	must,	_____
Ought,	ought,	_____
_____	quoth,	_____
Shall,	should,	_____
Will,	would,	_____

Obs. 1.—*Must* and *Quoth* are never varied. The others are varied in the second person singular only. *Will*, as a principal verb, is regular and complete. *Beware*, is compounded of the verb *be* and the adjective *aware*. It is used only in those tenses in which the word *be* itself can be conjugated.

Obs. 2.—*Ought* and *Quoth* are never used as auxiliaries. *Ought* has no variation, except *oughtest* in the second person sin-

gular, solemn style. It is always followed by a verb in the infinitive mood, which determines its tense, so that when the infinitive is in the present tense, so is *ought*; as, "I *ought* to go *now*." And when it is followed by the perfect infinitive, it is in the past tense; as, "I *ought* to have gone *yesterday*."

Obs. 3.—*Quoth* is an old verb, signifying *to say*. It is used only in the first and third persons singular, in the past tense, invariably preceding its nominative; thus, *Quoth I*; *Quoth he*; which are the same as, *Said I*; *Said he*. It is now seldom used.

IRREGULAR VERBS.

69. An *irregular verb* is that which does not form its imperfect or past tense and perfect participle, by adding *ed* or *d* to the present; as, *see saw, seen*.

Obs.—The irregular verbs are chiefly monosyllables, and of Saxon origin. The following is a list of them as they are now generally used. Those marked R have both the regular and irregular forms.

LIST OF PRINCIPAL PARTS.

<i>Present.</i>	<i>Imperfect</i>	<i>Perfect Participle.</i>
Abide,	abode,	abode.
Arise,	arose,	arisen.
Be,* or am,	was,	been.
Bear, <i>to bring forth</i> .	bare,	born.
Bear, <i>to carry</i> .	bore,	borne.
Beat,	beat,	beaten.
Begin,	began,	begun.

* *Be* is properly the root of this verb, though, unlike all the other verbs, another form of it is used in the first person singular of the present indicative

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Bend,	bent,	bent.
Beseech,	besought,	besought.
Bid,	bid, <i>or</i> bade,	bidden, <i>or</i> bid.
Bind,	bound,	bound.
Bite,	bit,	bitten, <i>or</i> bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.
Break,	broke,	broken.
Breed,	bred,	bred.
Bring,	brought,	brought.
Build,	built,	built.
Burst,	burst,	burst.
Buy,	bought,	bought.
Cast,	cast,	cast.
Catch,	caught, R.	caught. R.
Chide,	chid,	chidden, <i>or</i> chid.
Choose,	chose,	chosen.
Cleave, <i>to adhere or</i> <i>stick.</i>	} REGULAR.	
Cleave, <i>to split.</i>		
Cling,	cleft, <i>or</i> clove,	cleft, <i>or</i> clove.
Clothe,	clung,	clung.
Come,	clad, R.	clad, R.
Cost,	came,	come,
Crow,	cost,	cost.
Creep,	crew, R.	crowed,
Cut,	crept,	crept.
Dare, <i>to venture.</i>	cut,	cut.
Dare, <i>to challenge, R.</i>	durst,	dared,
Deal,		
Dig,	dealt, R.	dealt, R.
Do,	dug,	dug.
Draw,	did,	done.
Dream,	drew,	drawn.
Drive,	dreamt, R.	dreamt, R.
Drink,	drove,	driven.
Dwell,	drank,	drunk, <i>or</i> drank.
Eat,	dwelt, R.	dwelt, R.
	ate, <i>or</i> eat,	eaten.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Fall,	fell,	fallen.
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got,	got, <i>or</i> gotten.
Gild,	gilt, R.	gilt. R.
Gird,	girt, R.	girt. R.
Give,	gave,	given.
Go,	went,	gone.
Grave,	graved,	graven. R.
Grind,	ground,	ground.
Grow,	grew,	grown.
Hang,	hung, R.	hung. R.
Have,	had,	had.
Hear,	heard,	heard.
Hew,	hewed,	hewn. R.
Hide,	hid,	hidden, <i>or</i> hid.
Hit,	hit,	hit.
Hold,	held,	held.
Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Kneel,	knelt, R.	knelt. R.
Knit,	knit, R.	knit. R.
Know,	knew,	known.
Lade,	laded,	laden.
Lay,	laid,	laid.
Lead,	led,	led.
Leave,	left,	left.
Lend,	lent,	lent.
Let,	let,	let.
Lie, <i>to lie down.</i>	lay,	lain.
Light,	lit, R.	lit. R.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Load,	loaded,	laden. R.
Lose,	lost,	lost.
Make,	made,	made.
Meet,	met,	met.
Mow,	mowed,	mown. R.
Pay,	paid,	paid.
Put,	put,	put.
Quit,	quit, R.	quit. R.
Read,	read,	read.
Rend,	rent,	rent.
Rid,	rid,	rid.
Ride,	rode,	rode, or ridden.
Ring,	rung, or rang,	rung.
Rise,	rose,	risen.
Rive,	rived,	riven.
Run,	ran,	run.
Saw,	sawed,	sawn. R.
Say,	said,	said.
See,	saw,	seen.
Seek,	sought,	sought.
Sell,	sold,	sold.
Send,	sent,	sent.
Set,	set,	set.
Shake,	shook,	shaken.
Shave,	shaved,	shaven. R.
Shear,	sheared,	shorn. R.
Shed,	shed,	shed.
Shine,	shone, R.	shone. R.
Shoe,	shod,	shod.
Show,	showed,	shown.
Shoot,	shot,	shot.
Shut,	shut,	shut.
Shred,	shred,	shred.
Shrink,	shrunk,	shrunk.
Sing,	sung, or sang,	sung.
Sink,	sunk, or sank,	sunk.
Sit,	sat,	sat.
Slay,	slew,	slain.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Sleep,	slept,	slept.
Slide,	slid,	slidden, <i>or</i> slid.
Sling,	slung,	slung.
Slit,	slit, R.	slit. R.
Smite,	smote,	smitten, <i>or</i> smit.
Sow,	sowed,	sown. R.
Speak,	spoke,	spoken.
Speed,	sped,	sped.
Spend,	spent,	spent.
Spill,	spilt,	split. R.
Spin,	spun,	spun.
Spit,	spit, <i>or</i> spat,	spit.
Split,	split,	split.
Spread,	spread,	spread.
Spring,	sprung, <i>or</i> sprang,	sprung.
Stand,	stood,	stood.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Stride,	strode, <i>or</i> strid,	stridden.
Strike,	struck,	struck, <i>or</i> stricken.
String,	strung, R.	strung. R.
Strive,	strove, R.	striven. R.
Strow, <i>or</i> Strew,	strowed, <i>or</i> strewed,	{ strown. R. strewn. R.
Swear,	sworn,	sworn.
Sweat,	sweat, R.	sweat. R.
Sweep,	swept,	swept.
Swell,	swelled,	swollen. R.
Swim,	swum, <i>or</i> swam,	swum.
Swing,	swung,	swung
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Thrive,	throve, R.	thriven. R.
Throw,	threw,	thrown.

<i>Present.</i>	<i>Imperfect.</i>	<i>Perfect Participle.</i>
Thrust,	thrust,	thrust.
Tread,	trod,	trodden, <i>or</i> trod.
Wake,	woke, R.	waked.
Wax,	waxed,	waxen. R.
Wear,	wore,	worn.
Weave,	wove,	woven.
Weep,	wept,	wept.
Win,	won,	won.
Wind,	wound, R.	wound.
Wont,	wont, R.	wont. R.
Work,	wrought, R.	wrought. R.
Wring,	wrung, R.	wrung.
Write,	wrote,	written.

Obs.—In the preceding list, it will be observed, that some of the verbs are conjugated regularly, as well as irregularly. There is a preference to be given to some of these, which custom and judgment must determine. Those preterits and participles which are first mentioned in the list, seem to be the most eligible. The compound irregular verbs, such as, *befall*, *bespeak*, &c., which follow the simple form, and also some obsolete words, are here omitted.

EXAMPLES FOR PARSING.

“ Art improves nature.”

Art.....is a common noun, of the third person, the singular number, and in the nominative case, and governs the verb *improves*, according to RULE II, which says, “The nominative case governs the verb in *person* and *number*.”

improves..is a verb, which is a word that signifies *to be*, *to do*, or *to suffer*,—this signifies *to do*; *regular*,—because it forms its imperfect tense, and perfect participle, by the addition of *d* or *ed*, to the verb; active-transitive,—the action of the agent or nominative passes over to some

object ; indicative mood—it indicates or declares a thing ; present tense—it denotes present time ; and in the third person, singular number, agreeing with its nominative case *art*, according to RULE VII, which says, “ A verb must agree with its nominative case in person and number.”

nature. .is a common noun, of the third person, singular number, and in the objective case, governed by the active-transitive verb, *improves*, according to RULE XII, which says, “ Active-transitive verbs govern the objective case.”

I love my parents. Thou honorest them. He encourages us. They have deceived me. We can learn our lessons. You should answer the question. Let us improve our time. Prepare thy lesson. Let her depart. Horses run. A ship sails. The wind blows. The sun shines. Virtue will be rewarded. Our hopes did flatter us. They strive to learn. Prosperity gains friends, and adversity tries them. What is it, that thou hast done ? A little attention will rectify some errors. He labored to still the tumult. The more we are blessed, the more grateful we should be. When we do our utmost, no more should be required of us. Such is the emptiness of human enjoyment, that we are always impatient of the present. A strong sense of duty, without any direct reference to consequences, ought to be our prevailing principle of action. To be totally indifferent to praise or censure, is a real defect in character. To have conquered himself was his highest praise. Promoting others' welfare, they advanced their own interest. Having resigned his office, he retired.

QUESTIONS ADAPTED TO THE CHART OF THE VERB.

1. What is a Verb ?
2. By what are verbs modified ?
3. Into how many Classes are verbs divided, with respect to their *form* ? Name them.
4. What is a Regular verb ?

5. What is an Irregular verb ?
6. What is a Defective verb ?
7. Into how many Classes are verbs divided, with respect to their *signification* ? Name them.
8. What is an Active-transitive verb ?
9. What is an Active-intransitive verb ?
10. What is a Passive verb ?
11. What is a Neuter verb ?
12. What other kinds of verbs are there ?
13. What are Auxiliary verbs ?
14. What are Impersonal verbs ?
15. What are Moods ?
16. How many moods are there ? Name them.
17. What is the Indicative mood ?
18. What is the Imperative mood ?
19. What the Potential mood ?
20. What the Subjunctive ?
21. What the Infinitive ?
22. What does tense signify ? How many tenses are there ? Name them.
23. How many Tenses are there in the indicative and subjunctive moods ?
24. What tense has the Imperative mood ?
25. What tenses has the Potential mood ?
26. What tenses has the Infinitive ?
27. What is the Present tense ?
28. What is the Imperfect tense ?
29. What is the Perfect tense ?
30. What is the Pluperfect tense ?
31. What is the First-future tense ?
32. What is the Second-future tense ?
33. What is a Participle ?
34. How many participles are there ? Name them.
35. What is the Present participle ?
36. What is the Perfect participle ?
37. What is the Compound Perfect participle ?
38. How many persons and numbers have verbs ?
39. What is the Root of a verb ? and where found ? and why so called ?

40. What are the Principal parts of a verb ?
41. How many principal parts are there ? Name them.
42. What are the Signs of the moods and tenses ?
43. What signs, has the present tense, of the indicative mood ? and how is it formed ?
44. What signs, has the imperfect, indicative ? and how is it formed ?

[ Let the pupils be thus interrogated, upon all the intervening signs and formations of the other moods and tenses, and of the participles, until they become perfectly familiar with the whole of them.]

61. What is the Conjugation of a verb ?
62. How are Passive verbs conjugated ?
63. How are verbs conjugated in the Progressive form ? and what does it express ? Give the synopsis in the different moods, tenses, persons, and numbers.
64. In what moods, are verbs conjugated *interrogatively* ? and how ? Give a synopsis in each person and number.
65. How are verbs conjugated *negatively* ? Give the synopsis.
66. How are verbs conjugated *interrogatively* and *negatively* ?
67. How are verbs conjugated in the *Emphatic form* ?
68. What are Defective verbs ? Name them.
69. What are irregular verbs ? Name them, and the principal parts of each of them.

A D V E R B S .

1. An *Adverb* is a part of speech joined to a verb, a participle, an adjective, or another adverb, to express some quality or circumstance

respecting it; as, "He reads *well*;" "he is *secretly* plotting mischief;" "a *truly* good man;" "he writes *very correctly*."

Obs.—Adverbs perform the same office to verbs, adjectives, and other adverbs, that adjectives perform to nouns.

2. Some adverbs, like adjectives, admit of three degrees of comparison—the *Positive*, the *Comparative*, and the *Superlative*. They are also compared in the same manner as adjectives, and have the same correspondents of comparison; as, *Pos. as soon as*; *Comp. sooner than*; *Sup. the soonest of*.

CLASSES.

3. Adverbs are usually divided into *four general classes*, according to their import; namely, adverbs of *time*, *place*, *manner*, and *degree*.

4. Adverbs of *time*, *place*, and *manner*, are generally joined to *verbs* or *participles*, and denote *when*, *where*, and *how* their action is, or will be done; as, "The news of the accident, published *yesterday*, was *hastily* circulated *everywhere* in the city, and *anxiously* read by all."

5. Adverbs of *degree* are more frequently prefixed to *adjectives* or other *adverbs*, to express or modify their degrees of signifi-

tion ; as, Happy, *more* happy, *most* happy ; *less* happy, *least* happy ; *very* happy, *extremely* happy ; Well, *very* well, *extremely* well ; better, *much* better, *a great deal* better.

Obs. 1.—Many adverbs are formed by annexing the prepositions *of*, *to*, *by*, *with*, *in*, *for*, &c., to the adverbs of place *here*, *there*, and *where* ; as, *hereof*, *thereof*, *whereof* ; *hereto*, *thereto*, *whereto*, &c.

Each of these compounds has the force of the preposition annexed, and *this*, *that*, or *which* ; as, *Hereof*, for *of this* ; *thereof*, for *of that* ; *whereof*, for *of which*, &c. They are not so often used now as formerly. *Therefore*, compounded of *there* and *for*, has the force of the preposition and the demonstrative *that*, and is equivalent to *for that reason*.

Obs. 2.—There are also some words which become adverbs by prefixing the particle *a* to them ; as, *aside*, *athirst*, *ahead*, *anew*, *afoot*, *asleep*, *aboard*, *ashore*, *abed*, *aground*, *afloat*, *apart*, &c.

6. Adverbs may generally be known as follows :—

1. Those of TIME, by answering the question, *When ?* or *how often ?*

2. Those of PLACE, *Where ?* *whither ?* *whence ?*

3. Those of MANNER, *how ?*

4. And those of DEGREE, *how much ?*

7. Each of the four general classes of adverbs may be subdivided, as follows :—

SUBDIVISIONS.

OF TIME.

Present ; as, *Now*, *to-day*, *yet*.

Past ; as, *Yesterday*, *lately*, *before*, *already*, *recently*, *long since*, *long ago*, *heretofore*, *hitherto*.

Future ; as, To-morrow, soon, hereafter, presently, henceforth, instantly, immediately, not yet, by and by, ere long, straightway, henceforwards, afterwards.

Definite ; as, Once, twice, thrice, or three times, again.

Indefinite ; as, Oft, often, oft-times, often-times, seldom, frequently, occasionally, rarely, sometimes, now and then, hourly, daily, weekly, monthly, yearly, annually, always, when, then, ever, never, while, or whilst, awhile, ago, before, after, till, until.

OF PLACE.

In which ; as, Here, there, where, hereabout, thereabout, whereabout, somewhere, elsewhere, anywhere, everywhere, nowhere, within, without, yonder.

To, or towards which ; as, Hither, thither, whither, up, down, in, out, back, forth, upwards, downwards, outwards, backwards, forwards, homewards, below, above.

From which ; as, Hence, thence, whence, away, off.

Order of ; as, First, secondly, thirdly, fourthly, fifthly, sixthly, &c., lastly, finally.

OF MANNER.

Manner or quality ; as, Well, ill, wisely, foolishly, justly, quickly, prudently, softly, namely, particularly, necessarily, asunder, across, apart, together, somehow, and a great many others, which are formed by adding *ly* to *Participles* and *Qualifying Adjectives*, or by changing *le* into *ly* ; as, *loving, lovingly* ; *learned, learnedly* ; *bad, badly* ; *cheerful, cheerfully* ; *able, ably* ; *admirable, admirably* ; and when the adjective ends in *y*, the *y* is changed into *i* ; as *speedy, speedily* ; *pretty, prettily*. Adverbs of this kind are the most numerous.

Doubt ; as, Perhaps, peradventure, possibly, perchance.

Affirmation ; as, Yes, yea, ay, truly, verily, surely, really, indeed, amen, undoubtedly, certainly, doubtless.

Negation ; as, No, nay, not, not at all, nowise, by no means.

Interrogation ; as, How ? why ? wherefore ? where ? whence ? whither ?

OF DEGREE.

Comparison ; as, More, most, less, least, better, best, worse, worst, very, rather, far, fast, greatly, nearly, besides, almost, so, as, too, thus, equally, mostly, else, chiefly, quite, altogether, excessively, exceedingly, fully, perfectly, generally, extravagantly, intolerably, principally, especially.

Quantity ; as, Much, little, sufficiently, abundantly, only, enough, how much, how great, hardly, scarcely, nearly, merely, barely, partly, partially.

8. Some of the adverbs of *time* are compared like adjectives ; thus, *Soon, sooner, soonest ; often, oftener, oftenest.*

9. Of the adverbs of *place, forth* only admits of comparison ; as, *forth, further, furthest.*

10. Adverbs of *manner* or *quality*, ending in *ly*, are compared by prefixing to them, *more* and *most*, or *less* and *least* ; as, *wisely, more wisely, most wisely ; less wisely, least wisely.* A few of them are irregularly compared ; as, *well, better, best ; badly, or ill, worse, worst.*

11. Some words are used both as *adjectives* and *adverbs* ; as, *little, less, least ; better, best ; much, more, most ; only, &c.* When they qualify nouns, they are *adjectives* ; and when they refer to *adjectives*, or other *adverbs*, they are *adverbs*.

Obs. 1.—An *adverbial phrase* consists of two or more words joined or taken together; as, *forasmuch, now-a-days, by-and-by, in general, now-and-then, in like manner, not at all, to and fro, a great deal, of a truth, &c.*

Obs. 2.—The adverb serves to express compendiously, in one word, what must otherwise require two or more; thus, *here* is equivalent to, in this place; *there*, in that place; *where*, in what place; *hither*, to this place; *thither*, to that place; *whither*, to what place; as, “He acted *prudently*,” that is, *in a prudent manner*; “He spoke *eloquently*,” that is, *in an eloquent manner*; “He acted *wisely*,” instead of he acted *with wisdom*; “He acted *foolishly*,” meaning, that he acted *like a fool*.

QUESTIONS ADAPTED TO THE CHART OF ADVERBS.

1. What is an *adverb*?
2. Do adverbs admit of comparison? and in what respects are they like adjectives?
3. Into how many general classes, are adverbs divided?
4. Which classes of adverbs are generally joined to verbs or participles?
5. Which adverbs are more frequently prefixed to adjectives or other adverbs? and what to express?
6. How may the different classes of adverbs be generally known?
7. Name the subdivisions of the different classes of adverbs?
 - What are those of *time*? Name some of them.
 - What are those of *place*?
 - What are those of *manner*? and how are many of them formed?
 - What are those of degree? Name some of them.
8. Are any of the adverbs of *time* compared? and how?
9. Are any of the adverbs of *place* compared?
10. How are adverbs of manner or quality, ending in *ly* compared? Are any of them irregularly compared?
11. How are those words which are used both as adjectives and abverbs compared and distinguished?

PREPOSITIONS.

A *Preposition* is a word *placed before* a noun or a pronoun, to connect it with another word, and to show the relation between them; as, "He went *from* New York *to* Boston *with* me."

Obs.—Prepositions are generally placed or put *before* nouns; and hence the derivation of the term from the Latin words, *præ*, before, and *positus*, placed.

The following is a list of the principal prepositions:—

About,	at,	concerning,	notwith-	} to,
above,	athwart,	down,	standing,	
according to	before,	during,	of,	toward, or }
across,	behind,	except,	on,	towards, }
after,	below,	excepting,	out of,	under,
against,	beneath,	for,	over,	underneath,
along,	beside, or }	from,	regarding,	unto,
amid,	besides, }	in,	respecting,	upon,
amidst,	between,	into,	since,	with,
among,	betwixt,	instead of,	through,	without,
amongst,	beyond,	near,	throughout,	within.
around,	by,	nigh,		

Obs. 1.—A preposition may be known by its admitting, after it, a personal pronoun, in the objective case; as, *with*, *for*, *to*, &c., will allow the objective case after them; with *him*, for *her*, to *them*, &c.

Obs. 2.—Combinations of two or more words, like the following, may be called *prepositional phrases*:—*Because of*, *according to*, *on account of*, *for the sake of*, *relating to*, *as to*, &c.

CONJUNCTIONS.

A *conjunction* is a word that is chiefly used to connect sentences, so as out of two or more, to make but one sentence. It sometimes connects only words; as, "Thou *and* he are happy, *because* you are good;" "two *and* three are five."

Conjunctions are divided into two classes:—the *Copulative* and the *Disjunctive*.

A *copulative conjunction* is that which serves to connect or continue a sentence, by expressing an addition, a supposition, a cause; as, "He *and* his brother reside in London;" "I will go *if* he will accompany me." "I submitted; *for* it was vain to resist."

A *disjunctive conjunction* is that which serves, not only to connect and continue a sentence, but also to express opposition of meaning; as, "*Though* he was frequently reproved, *yet* he did not reform;" "they came with her, *but* went away without her."

The following are the principal conjunctions:—

The Copulative; *And, if, that, both, for, because, since, as.*

The Disjunctive; *Or, nor, either, neither, yet, though, although, lest, unless, but, whether, lest, than, save, notwithstanding.*

INTERJECTIONS.

An *Interjection* is a word *thrown into* a sentence, to express some strong or sudden emotion of the mind; as, *Ah! For shame! Oh! Alas!*

Obs. 1.—Any unconnected word or phrase, expressive of emotion, wonder, pain, joy, grief, &c., may be considered an interjection; as, *heigh ho! ungracious wretch! delightful thought! well-a-day!*

Obs. 2.—The following are the principal *interjections*, according to the different passions which they serve to express. Those which intimate earnestness or grief, are, *O! oh! ah! alas!* Such as are expressive of contempt, are, *pish! tush! pshaw! poh! pugh!* Of wonder, *heigh! really! strange! ha!* Of calling, *hem! ho! soho, holla!* Of aversion or disgust, *foh! fie! away! off! begone! avaunt!* Of a call of the attention, *lo! behold! hark! look! see!* Of requesting silence, *hush! hist!* Of salutation, *welcome! hail! all hail!*

PART III.

SYNTAX.

1. Syntax treats of the agreement, government, and arrangement of words, in sentences.

2. A sentence is an assemblage of words, making complete sense.

3. Sentences are of two kinds, *Simple*, and *Compound*.

4. A *simple sentence* has in it, but *one subject* or *nominative*, and *one finite verb* ; as, " Life is short."

Obs.—*Finite verbs* are those to which person and number appertain, and are so called to distinguish them from verbs in the infinitive mood, which have no respect to person nor number.

5. A *compound sentence* consists of two or more simple sentences connected together ; as, " Life is short, and art is long ;" " Idleness produces want, vice, and misery."

6. Compound sentences are divided into *Members* ; and these, if complex, are subdivided into *Clauses* ; as, " The ox knoweth his owner, and the ass his master's crib ; but Israel doth not know, my people do not consider."

7. A *Phrase* is an idiomatic expression without affirmation ; as, " To speak freely," " To be plain with you ;" " Under these circumstances," &c.

8. The principal parts of a simple sentence are, the *Subject*, or *nominative* ; the *Attribute*, or *verb* ; and the *Object*, that is, the word or phrase upon which the verb acts, when it is *transitive*.

9. With the exception of the subject, attribute, and object, all the other parts of a sentence are denominated *Adjuncts*.

10. Syntax principally consists of two parts, *Concord* and *Government*.

11. Concord is the *agreement* which one word has with another, in person, number, gender, case, mood, or tense.

12. Government is that *power* which one word has over another, in determining its mood, tense, or case.

RULES OF SYNTAX.

RULE I.—ARTICLES.

I. The indefinite article *a* or *an* agrees with nouns in the singular number only, individually or collectively; as,

“*A* man caught *a* flock of birds with *a* net.”

“I saw *an* eagle sitting upon *an* old tree.”

II. The definite article *the* agrees with nouns, both in the singular and the plural number; as,

“*The* stone which *the* builders rejected, *the* same is become *the* head of *the* corner.”

Obs. 1.—A noun without any article before it, to limit its signification, is generally taken in its widest sense; as, “*Knowledge* is proper for *man*,” that is, “for all mankind;” “*Man*, being mortal, soon fades away and dies;” “*Children* should obey their parents.”

Obs. 2.—When two or more adjectives are joined together, and their qualities belong to things individually different, though of the same name, the article should be prefixed to each separately; as, “*A* black and *a* white cow;” which means two cows, one black, and the other white. But when the adjectives are descriptive of one and the same thing, the article should be prefixed only to the first of them; as, “*A* black and white cow;” which means, one cow of two colors.

Obs. 3.—When the adjectives themselves express qualities or epithets so inconsistent as thereby to indicate clearly that they must belong to individually different things, though expressed by one general term, the article *the* may be either prefixed to each of the adjectives separately, with the noun in the *singular* number, or to the first only, with it in the *plural*; as, “*The* old and *the* new testament;” or, “*the* old and new testaments;” “*The* North and the South Pole,” or, “*the* North and South *Poles*;” “*The* vernal and *the* autumnal equinox,” or, “*the* vernal and autumnal equinoxes;” “*The* North and *the* East river,” or, “*the* North and East *rivers*.”

RULE II.—THE NOMINATIVE.

The nominative case governs the verb in person and number; as,

“*James* is idle.”

“*I* am studying my lesson.”

“*Thou* hatest thy books.”

“*He* studies his lessons diligently.”

“*They* behave well in school.”

Obs. 1.—Every nominative case, except when absolute and independent, should belong to some verb, either expressed or implied.

Obs. 2.—The nominative case may be found by asking the question, *Who? Which? or What?* and the word that answers the question, is the nominative; as, in the sentence, "*James is idle;*" ask the question, *Who is idle?* answer, *James;* *James is*, therefore, the nominative.

RULE III.—APPOSITION.

A noun, or a personal pronoun, signifying the same thing as a preceding noun or pronoun, is put, by *apposition*, in the same case; as,

"*Paul the apostle.*"

"*David the king.*"

"*I John saw these things.*"

"*Brutus killed Cæsar, him who had been his friend.*"

"*The leader was taken, he who defied the law.*"

"*We men are mortal.*"

RULE IV.—NOMINATIVE ABSOLUTE.

A noun, or a pronoun, is put in the *nominative absolute*, when its case is independent of any other word; as,

"*Shame being lost, all virtue is lost.*"

"*I being in the way, the Lord led me.*"

"*The prodigal son having repented of his sins, his father forgave them; he having returned his father received him into his arms.*"

"*The pilgrim fathers, where are they?*"

RULE V.—NOMINATIVE INDEPENDENT.

A noun, or a pronoun, used as a term of address, is always put in the *nominative of the second person*, independently of the rest of the sentence, and is called the *Nominative case independent*; as,

“*Plato, thou reasonest well.*”

“*The fault, dear Brutus, is not in our stars, but in ourselves.*”

“*I am, Sir, your humble servant.*”

“*Friends, Romans, Countrymen.*”

“*O Thou, to whom all creatures bow !*”

“*O ye hypocrites !*”

“*Hail Columbia, happy land !*”

RULE VI.—NOUNS ABSOLUTE.

Nouns, signifying *number, measure, distance, value, the time when, and how long*, stand without a governing word; as,

“*An army, twelve thousand strong, invaded Mexico.*”

“*A wall seven feet high, and three feet thick.*”

“*They traveled fifty miles a day.*”

“*His hat is worth five dollars.*”

“*My brother went home last week.*”

“*He staid in the city two months.*”

Obs.—Many grammarians say, that the nouns of this class are in the *objective case*, governed by a preposition understood; and some, that they are in the *objective case absolute*: and others, that they are in the *case independent* by ellipsis. In any case, no governing word is expressed, nor can any be supplied without

destroying the easy flow and conciseness of the expression, and making it sound awkwardly. Of such, Mr. Webster justly observes, that "they are peculiar idiomatic expressions, the remains of the early state of our language."

RULE VII.—VERBS.

A verb must agree with its nominative case in person and number ; as,

" I *love* my parents."

" Thou *readest* well."

" He *learns* grammar."

" We *are* scholars."

" You *write* legibly."

" They *sleep* in a room."

Obs. 1.—Every finite verb, that is, every verb, except in the infinitive mood, or the participle, must have a nominative case, either expressed or understood ; as, "Awake ; arise ;" that is, "Awake *ye* ; arise *ye*."

Obs. 2.—The infinitive mood, or a part of a sentence, is sometimes put as the nominative case to the verb, which must always be in the *third person singular* ; as, "To be good *is* to be happy." "His being at enmity with Cæsar, *was* the cause of perpetual discord." But when there are two or more infinitives, or distinct clauses, connected by *and*, the verb must agree with them in the *plural* number ; as, "To live temperately, and to exercise moderately, *are* the best preservatives of health."

RULE VIII.—COLLECTIVE NOUNS.

When the nominative is a *Collective noun*, the verb or pronoun agreeing with it, may

be either in the singular or the plural number, according as the idea of unity or plurality is meant to be expressed ; as,

“The council *is* unanimous in *its* decision.”

“The army *is* approaching *its* place of destination.”

“The parliament *was* dissolved.”

“The nation *is* powerful.”

“The council *are* divided in *their* political opinions.”

“The multitude eagerly *pursue* pleasure as *their* chief good.”

Obs. 1.—Most collective nouns admit both the singular and plural forms, and the verbs and pronouns should agree with them accordingly ; as, “The *army was* prepared for battle ;” “the *armies were* prepared for battle.” “There *is* a *flock* of birds directing *its* flight to the South ;” “there *are* *flocks* of birds directing *their* flight to the South.”

Obs. 2.—Some collective nouns admit of a plural construction only, and require plural verbs and pronouns to agree with them ; as,

“The *people are* happy, and *they enjoy* peace.”

“The *rabble are* riotous, because *they are* deluded.”

“The *cattle are* in *their* pasture.”

“The *peasantry go* barefoot, and the *middle sort make* use of wooden shoes.”

RULE IX.—NOMINATIVES CONNECTED BY *AND*.

Two or more singular nominatives connected by *and*, must have verbs, nouns, and pronouns, to agree with them in the plural number ; as,

“Demosthenes *and* Cicero *were* eloquent orators ; *they were* friends to *their* respective countries.”

"This man, his wife, *and* son, *are* happy ; *they are* examples of fidelity and obedience."

"Thou *and* he *were* attentive scholars ; *your lessons* were always well recited."

Obs. 1.—When two or more singular nouns are severally preceded by the adjective *each*, *every*, or *no*, they are taken separately, and require a verb and pronoun in the *singular* number ; as, "*Each* day, and *each* hour *brings its* portion of duty ;" "*Every* man, woman, and child *was numbered* ;" "*No* slanderer, and *no* tale bearer *is* worthy of confidence."

Obs. 2.—The adjunct clause, connected with a singular nominative, by the preposition *with*, does not require the verb or pronoun to be plural ; as, "The *ship*, *with* all her furniture, *was destroyed*." "The *farm*, *with* its appurtenances, *was sold* by auction." "The *side A*, *with* the sides B and C, *composes* the triangle." But, if the conjunction *and* be substituted for the preposition *with*, in each of these examples, then the verb should be plural.

Obs. 3.—When a singular nominative is connected with an adjunct, by *as well as*, which implies comparison, and not combination, the verb and pronoun should be in the *singular* number ; as, "Cæsar, *as well as* Cicero, *was admired* for his eloquence." "The prince, *as well as* the people, *was* blame-worthy."

RULE X.—NOMINATIVES CONNECTED BY *OR*, OR *NOR*.

Two or more singular nominatives connected by *or*, or *nor*, must have verbs, nouns, and pronouns, to agree with them in the *singular* number ; as,

"Man's happiness *or* misery *is* in a great measure put into *his* own hands."

"There is in many minds, neither knowledge *nor* understanding."

"When sickness, oppression, *or* reverse of fortune affects us, the sincerity of friendship is proved."

"Either thou *or* I *am* greatly mistaken."

"Neither he *nor* she attends school regularly."

RULE XI.—THE POSSESSIVE.

A noun or a pronoun, in the possessive case, is governed by the name of the thing possessed; as,

"In my *Father's* house, there are many mansions."

"*Milton's* poems are sublime."

"*Men's* minds are various."

"*Your sister's* friend visited us."

"*My* lesson is finished;" "*Thy* books are torn."

"He loves *his* studies;" "She performs *her* duty."

"We own *our* faults;" "I admire *their* virtues."

"*Your* friend is faithful;" "*Our* enemies are inflexible."

"This book is *mine*; the other is *thine*."

"These toys are *his*; those are *hers*."

"This house is *ours*; and that is *yours*."

"*Theirs* is very commodious; *ours* is disagreeable."

Obs. 1.—When the name of the possessor is a complex noun, or consists of a noun made up of two or more terms put in apposition, or compounded, the last word only admits the sign of the possessive; as, "*Julius Cæsar's* Commentaries." "*John the Baptist's* head." "*The Commander-in-chief's* tent."

Obs. 2.—When two or more possessive nouns come together, implying conjoint possession, the sign of the possessive is annexed to the last only, and understood to the rest; as, "*John and Eliza's* books;" "He lives north of *Mason and Dixon's* line;" "This is my father, mother, and *brother's* advice." But, when

individual possession is implied, or any words intervene, the sign of the possessive should be annexed to each; as, "I had the *physician's*, the *surgeon's*, and the *apothecary's* advice." "They are *John's* as well as *Eliza's* books."

RULE XII.—VERBS.

Active-transitive verbs govern the objective case; as,

"He teaches *me*."

"The scriptures direct *us*."

"*Whom* should I esteem more than the wise and the good?"

"If ye love *me*, keep my *commandments*."

Obs. 1.—Active-transitive verbs, of *naming*, *calling*, *choosing*, *electing*, *making*, &c., are often followed by two objectives in *apposition* to each other; as, "They named *him John*;" "God called the *firmament heaven*;" "Congress chose *him Speaker*;" "The people elected *General Taylor President*;" "Did I request thee, Maker, from my clay, to mould *me man*!"

Obs. 2.—An active-*intransitive* verb is sometimes used *transitively*, when followed by a noun, of the same or a kindred signification; as, "Let us *run* the *race* which is set before us." "May we *live* the *life*, and *die* the *death* of the righteous."

Obs. 3.—There are several transitive, intransitive, and neuter verbs that resemble one another, in the use of which, care should be taken not to confound or misapply them; as, "*Raise* the window," not, *rise* the window; "He *lies* in bed late," not, he *lays* in bed late; "Go and *lie* down," not *lay* down; "Will you *sit* down?" not, will you *set* down? "*Set* him a chair," not *sit* him a chair.

RULE XIII.—PARTICIPLES.

The Present and Compound Perfect Participles of active-transitive verbs govern the objective case ; as,

“ They found him *transgressing* the laws.”

“ He went into the synagogue, *disputing* and *persuading* the things concerning the kingdom of God.”

“ *Esteeming* themselves wise, they became fools.”

“ *Having cut* the loaf, he distributed it.”

“ *Having exposed* himself too much in an unhealthy climate, he entirely lost his health.”

Obs. 1.—When the *present* participle is preceded by an article, it loses its-verbal character, and becomes a *Participial Noun* ; as such, it cannot govern an object after it, but must be followed, for that purpose, by the preposition *of* ; as, “ He was sent to prepare the way, by *the preaching of* repentance ;” “ This was a *betraying of* the trust reposed in him.”

If the article be omitted, the preposition should be omitted also ; as, “ He was sent to prepare the way by preaching repentance,” not, by *the preaching* repentance, nor, by *preaching of* repentance.” “ Poverty turns our thoughts upon *the supplying of* our wants, and riches upon *enjoying* our superfluities.”

Obs. 2.—As the *perfect* participle and the imperfect indicative of a number of the irregular verbs are different in their form, care must be taken that they be not indiscriminately used. It is frequently said, “ He *begun*,” for “ he *began*,” “ He *run*,” for “ he *ran*,” “ He *drunk*,” for “ he *drank*,” “ I *done* it,” for “ I *did* it ;” “ I *seen* him yesterday,” for “ I *saw* him ;” the participle being here improperly used, instead of the imperfect tense ; and much more frequently the imperfect tense is used instead of the participle ; as, “ I had *wrote*,” for “ I had *written*,” “ I was *chose*,” for “ I was *chosen*,” “ I have *eat*,” for “ I have *eaten*,” “ He would have *spoke*,” for “ *spoken*,” “ The sun has *rose*,”

"*risen*;" "His mind is too strong to be *shook*," "*shaken*;" "These verses were *wrote* on paper," "*written*;" "Philosophers have often *mistook* the source of true happiness," "*mistaken*."

RULE XIV.—PREPOSITIONS.

Prepositions govern the objective case; as,

"Is this *for me*? put it *on* the *table*."

"*From him* that is needy, turn not away."

"We went *from New York to Boston on* the railroad."

Obs. 1.—A noun or a pronoun following *like*, *unlike*, *near*, *next*, and *nigh*, is in the objective case, governed generally by the preposition *to* or *unto* understood; as, "Mary looks very much *like* (unto) her mother, and not *unlike* (to) her sister;" "He came *near* (to) the city;" "He sat *next* (to) me."

Obs. 2.—The objective follows the word *worth*, without a preposition expressed; as, "She is *worth him* and all the rest of his family;" "This hat is *worth five dollars*."

RULE XV.—PRONOUNS.

Pronouns must agree with their antecedents, or the nouns, or pronouns which they represent, in person, number, and gender; as,

"This is the *boy who* studies so diligently; *he* will make a good scholar."

"The *girl that* sits by you, is very modest; *she* will be a very amiable woman."

"The *pen which* you gave me, is very good; I can write with *it* very well."

"Ye, therefore, *who* love mercy, teach *your* sons to love *it* too."

Obs.—Personal pronouns, as well as nouns, are often the antecedents to relatives; as, "*I who* am your senior, will not suffer such abuse;" "God is a spirit, and *they that* worship Him, must worship Him in spirit and in truth;" "*He that* fears not God, will be punished."

RULE XVI.—PRONOUNS.

I. The relative is the nominative case to the verb, when no other nominative comes between it and the verb; as,

"The master *who* taught us, was kind."

"They *who* seek wisdom, will certainly find her."

"The trees *which* were planted, are in a thriving condition."

"The child *that* was sick, appears to be well."

II. When a nominative comes between the relative and the verb, the relative is governed by the verb or noun following, or by a preposition preceding it; as,

"God, *whom* we worship, is the Lord, by *whose* gift we live, and by *whom* all things were made."

"He *who* preserves me, to *whom* I owe my being, *whose* I am, and *whom* I serve is eternal."

"Our tutors are our benefactors, to *whom* we owe obedience, and *whom* we ought to love."

Obs.—When *who*, *which*, and *what*, are used interrogatively, the noun or pronoun which is the *subsequent*, or answer to the

question, must be in the same case as the interrogative; as, "*Whose* books are these? They are *John's*." "*Who* gave them to him? *We*." "Of *whom* did you buy them? Of a *bookseller*, *him* who lives in the village." "*Whom* did you see there? We saw both *him* and the *clerk*."

RULE XVII.—ADJECTIVES.

Every adjective belongs to a noun, expressed or understood; as,

"*This* is an *honest* man."

"*That* is a *sweet* apple."

"We saw *poor* Monimia; she is *happy* because she is *virtuous*."

"The *industrious* bee reproves the *slothful* clown."

"The *Supreme* Being is the *wisest*, the most *powerful*, and the *best* of beings."

Obs. 1.—Adjectives frequently relate to pronouns, and indirectly through them to the nouns which they represent; as, "*The* man is *happy*, *he* is *benevolent*, *he* is *useful*:" "*I* am *happy*;" "*he* is *miserable*:" "*they* are *jovial*;" "*we* are *sincere*."

Obs. 2.—When we wish to express *quality*, an adjective should be used; but, when the *manner* of an action or affirmation is to be designated, an adverb is the proper attribute; as, "*She* looks *cold*;" "*she* looks *coldly* on him." "*He* feels *warm*;" "*he* feels *warmly* the insult offered to him." "*He* became *sincere* and *virtuous*; *he* became *sincerely* *virtuous*." "*She* *lives* free from care; *she* *lives* *freely* at another's expense." "*Harriet* always appears *neat*; *she* dresses *neatly*."

Obs. 3.—The verb *to be*, in all its moods and tenses, generally requires the word immediately connected with it, to be an adjective, and not an adverb; as, "*This* is *agreeable* to our interest."

"Rules should be *conformable* to sense." And, consequently, when any other verb can be substituted for the verb *to be*, without varying the sense or the construction, it also should have an adjective, instead of an adverb, connected with it; as, "The rose smells (is) *sweet*." "How *delightful* the country appears (is)." "The apples taste (are) *sour*." "They feel (are) *happy*." "How *black* the sky looks (is)."

Obs. 4.—Adjectives are frequently used instead of adverbs, to express the action of verbs; as, "The fire burns *blue*." "Open the door *wide*." "Close the window *tight*." "The purest clay burns *white*." "Apples cook *soft*." "Eggs boil *hard*." "He feels *sick*." "The grass is cut *close*."

RULE XVIII.—ADJECTIVES.

Numeral and pronominal adjectives must agree with their nouns, in number; as,

One man, ten men, another man, that book, those books, few women, many boys, several girls.

RULE XIX.—THE INFINITIVE.

The infinitive mood is governed by a verb, participle, noun, pronoun, or an adjective; as,

- "The scholar that *desires to learn, loves to study*."
- "They *are willing to go*."
- "*Being determined to excel*, he studied day and night."
- "He has a *letter to write*."
- "I invited *him to call*."
- "I am very *happy to hear* of his doing so well."

Obs. 1.—The infinitive mood always has the sign *to* before it, except when it follows the active verbs *bid*, *dare*, (signifying to venture,) *need*, *help*, *make*, (to compel,) *see*, *hear*, *feel*, *have*, (to require,) and *let*; as, “I *bade* him *do* it;” “You *dare* not *do* it;” “You *need* not *work*;” “I will *help* him *do* it;” “He made him *learn* his lesson;” “We *saw* him *go*;” “She *heard* him *say* it;” “I would *have* you *read* well;” “They will *let* him *go*.”

But when these verbs are put into the passive form, the sign *to* should be expressed; as, “He *was seen to go*;” “he *was heard to speak* in his own defence;” “they *were bidden to be* on their guard,” &c.

Obs. 2.—The infinitive mood follows the conjunctions *so*—*as*, and *than* in comparison, and may be said to be governed by them; as, “An object *so high as to be* invisible;” “It is more blessed to give *than to receive*.”

Obs. 3.—The infinitive mood has, sometimes, the nature of a noun, expressing the action itself which the verb signifies. Thus the infinitive performs the office of a noun in different cases: in the nominative; as, “*To play* is pleasant;” “*To err* is human:” in the objective; as, “Boys love *to play*;” “Men like *to command*.”

RULE XX.—THE SAME CASE.

Active-intransitive, passive, and neuter verbs, have the same case *after* as *before* them, when both words refer to, and signify the same thing; as,

“*Paul* departed from Jerusalem, a persecutor; he returned a *Christian*.”

“*Tom* struts a *soldier*, open, bold, and brave;
Will sneaks a *scriv'ner*, an exceeding *knave*.”

“The *child* was named *John*.”

" *He* was admitted a *counsellor*."

" *Hortensius* died a *martyr*."

Obs.—The active-intransitive, and the other neuter verbs, besides *to be*, that have the same case *after* as *before* them, are the following :—*to become, to wander, to go, to return, to expire, to appear, to die, to live, to look, to grow, to seem, to roam*, and several others ; as, " After this event, *he* became *physician* to the king ;" " *She* wanders an *outcast* ;" " *He* went out *mate*, and he returned *captain* ;" " And *he* expired a *driv'ler* and a *show* ;" " This conduct made *him* appear an *encourager* of every virtue ;" " *Napoleon* died a *prisoner* ;" " The gentle *Sydney* lived the shepherd's *friend*," &c.

RULE XXI.—THE VERB, *TO BE*.

The verb *to be*, through all its variations, has the same case *after* as *before* it ; as,

" *I* am *he* whom they invited."

" Search the scriptures, &c., *they* are *they* which testify of me."

" *It* was *I*, and not *he* that wrote it."

" *It* could not have been *she* who did it."

" If *I* were *he* I would do otherwise."

" *It* appeared to be *she* that transacted the business."

" We at first took *it* to be *her* ; but were afterwards convinced that *it* was not *she*."

RULE XXII.—ADVERBS.

Adverbs qualify verbs, participles, adjectives, and other adverbs ; as,

" He reads *well*."

" They are *always* talking."

"A man, *leisurely* walking on the railroad, was run over by the cars."

"A *truly* good man."

"He writes *very* correctly."

Obs. 1.—For placing adverbs, on all occasions, no exact and determinate rule can be given; the easy flow and perspicuity of the phrase are the things which should be chiefly regarded. Adverbs, therefore, require an appropriate situation in the sentence, and they should be placed near the words which they modify or affect. In most cases, they require to be placed before adjectives, after verbs active or neuter, or between the auxiliary and the verb; as, "He made a *very* sensible discourse; he spoke *unaffectedly* and *forcibly*, and was *attentively* heard by the whole assembly."

Obs. 2.—When *manner* is to be expressed, an adverb must be employed; and when *quality*, an adjective; as, "She looks *coldly* on him;" "she looks *cold*."

RULE XXIII.—NEGATIVES.

Two negatives in the same clause destroy each other, or are equivalent to an affirmative; as,

"*Nor* did they *not* perceive him;" that is, "they did perceive him."

"His language, though inelegant, is *not ungrammatical*;" that is, "it is grammatical."

Obs.—It is, in general, better to express an affirmation by a regular affirmative, than by two separate negatives; but when one of the negatives, such as, *dis*, *in*, *un*, &c., is prefixed to another word, the two negatives form a pleasing and delicate

variety of expression ; as, "Such things are *not uncommon*;" that is, "they are common." "I am *not* displeased with him," &c.

RULE XXIV.—CONJUNCTIONS.

The conjunctions *if, though, unless, except, whether, &c.*, require the subjunctive mood after them, when doubt and futurity are both implied ; as,

"*If I were* to write, he would not regard it."

"He will not be pardoned, *unless he repent*."

"*Though He slay* me, yet will I trust in Him."

"*Whether it were* I or they, so we preach."

Obs. 1.—When doubt only, and not futurity, is implied, the indicative is used ; as, "*If he speaks* as he thinks, he may be safely trusted ;" "*Though He was* rich, yet for our sake He became poor."

Obs. 2.—The indicative is also used, when the conjunctions are of a positive and absolute nature, or when a fact or truism is asserted ; as, "He is healthy, *because he is* temperate ;" "*As virtue advances, so vice recedes*."

Obs. 3.—*Lest* and *that* annexed to a command preceding, necessarily require the subjunctive mood ; as, "Let him that standeth, take heed *lest he fall* ;" "Take heed *that thou speak* not to Jacob."

Obs. 4.—The conjunction *if* with *but* following it, when futurity is denoted, requires the subjunctive mood ; as, "*If He do but touch* the hills, they shall smoke ;" "*If he be but* discreet, he will succeed."

Obs. 5.—The conjunction *than* is used after the comparatives both of adjectives and adverbs, and after *else, other, otherwise, and rather*, to introduce the subsequent term of comparison ; as,

"Wisdom is *better than* wealth;" "To trust in Him is no *more than* to acknowledge His power;" "Such praise is little *else than* flattery." "This is no *other than* the gate of Paradise;" "He cannot do *otherwise than* to sell;" "I would *rather* sail to Europe *than* to California."

The words, in each of the following pairs, are the proper correspondents to each other, and they should be so placed, that the latter answers to the former.

1.—*Though—yet* ; as, "*Though* he was rich, *yet* for our sake he became poor."

2.—*Whether—or* ; as, "*Whether* he will *or* not, I cannot tell."

3.—*Either—or* ; as, "I will *either* send it, *or* bring it myself."

4.—*Neither—nor* ; as, "The Baptist came, *neither* eating bread, *nor* drinking wine."

5.—*Both—and* ; as, "*Both* the quick, *and* the dead."

6.—*As—as* ; Correlatives of the positive degree, to express equality ; as, "She is *as* amiable *as* her sister;" "He will go *as* soon *as* he can."

7.—*As—so* ; with two verbs, to express equality or proportion ; as, "*As* one dieth, *so* dieth the other;" "*As* two are to four, *so* are ten to twenty."

8.—*So—as* ; with an adjective or adverb, in a negative sentence, to deny equality ; as, "He is not *so* good *as* his neighbor;" "Pompey was not *so* great a man *as* Cæsar."

9.—*So—as* ; with a verb expressing a comparison of equality ; as, "How can you be *so* wicked *as* to lie."

10.—*So—that* ; expressing a consequence ; as, "He was *so* fatigued, *that* he could scarcely move."

RULE XXV.—CONJUNCTIONS.

Conjunctions connect the same moods and tenses of verbs, and the same cases of nouns and pronouns ; as,

"He *reads and writes* well."

"Candor is *to be approved and practised*."

"If thou sincerely *desire and earnestly pursue* virtue, she *will assuredly be found* by thee, and *prove* a rich reward."

"The master taught *her and me* to write."

"*He and she* were school-fellows."

Obs. 1.—The conjunctions *as* and *than*, in comparison, have the same case after them as that which next precedes them, namely, when one thing, or a class of things is compared with another, the subsequent term of comparison, which follows the conjunction *as* or *than* after the positive or the comparative degree, must be in the same case as the antecedent term; therefore, the latter noun or pronoun is either the subject of the verb, or the object of the verb or the preposition, expressed or understood; as, "We are *as* happy *as* you (are);" "He will go as soon *as* she (will go);" "He will do it for him as well *as* (for) me;" "Thou art wiser *than* I (am);" "They loved him more *than* (they loved) me;" "He will do the work better for you *than* (for) me."

Obs. 2.—The word *but* is generally used as a conjunction, and like *as* and *than*, is followed by the same case after as before it, expressed or understood; as, "No *man* hath ascended up to heaven, *but* He (hath ascended up to heaven) that came down from heaven." "I saw no *person*, *but* (I saw) *him*." "The present was not sent to *him*, *but* *me*;" that is, "*but* to *me*."

Obs. 3.—*But* is occasionally used by some modern writers, as a preposition, in the sense of *except*; as,

"The boy stood on the burning deck,
Whence all *but* *him* had fled."—HEMANS.

"All *but* *me* were rewarded." "All went home, *but* *him* and *me*."

Obs. 4.—When the relative *who* immediately follows *than*, it is always in the objective case; as, "Moses, *than* *whom*, a meeker man never lived, was not perfect;" "Beelzebub, *than* *whom*, Satan excepted, none higher sat."

The phrase, *than* *whom*, is, however, avoided by the best modern writers, and has become almost obsolete."

RULE XXVI.—INTERJECTIONS.

Interjections have no relation to other words in a sentence ; as,

“ *Oh !* I have ruined my friend ; *Alas !* what shall I do ?”

Obs.—Interjections have no government ; but in phrases, *O ! Oh !* and *Ah !* are followed by the objective case of a pronoun in the first person ; as, “ *O me ! Oh me ! Ah me !*” and by the nominative case in the second person ; as, “ *O thou persecutor !*” “ *Oh ye hypocrites !*”

The pronouns of the *second* person are in the *Nominative Case Independent*.

ELLIPSIS.

Ellipsis is the omission of some words, for the purpose of avoiding disagreeable repetitions, and of expressing our ideas in few words ; as, instead of saying, “He was a learned man, he was a wise man, and he was a good man ;” we make use of the ellipsis, and say, “He was a learned, wise, and good man.”

When the omission of words would obscure the sentence, weaken its force, or be attended with an impropriety, they must be expressed ; as, in the sentence, “We are apt to love who love us,” the word *them* should be supplied. “A beautiful field and trees,” is not proper language. It should be, “Beautiful fields and trees ;” or, “A beautiful field and fine trees.”

Almost all compound sentences are more or less elliptical. Some examples of the ellipsis of the different parts of speech are the following :—

1.—Of the *Article* : as, “ A house and (a) garden ;” “ The sun, (the) moon, and (the) stars.”

2.—Of the *Noun* : as, “ Cæsar came, and (Cæsar) saw, and (Cæsar) conquered ;” “ The laws of God and (the laws of) man.”

3.—Of the *Pronoun* : as, “ I love (him) and (I) fear him ;” “ These are the goods (which) they bought.”

4.—Of the *Adjective* : as, “ A young man and (a young) woman ;” “ Affectionate brothers and (affectionate) sisters.”

5.—Of the *Verb* : as, “ Thou art poor, and (thou art) miserable, and (thou art) blind, and (thou art) naked ;” “ I will go and (I will) dine with you ;” “ We succeeded, but they did not (succeed).”

6.—Of the *Adverb* : as, “ He spoke (wisely) and acted wisely ;” “ Thrice I went and (thrice I) offered my service.”

7.—Of the *Preposition* : as, “ The Lord do that which seemeth (to) Him good ;” “ He went into the abbeys, (into) the halls, and (into) the public buildings ;” “ He also went through all the streets and (through) all the lanes of the city.”

8.—Of the *Conjunction* : as, “ They confess the power, (and) wisdom, (and) goodness, and love of their Creator ;” “ Though I love him, (yet) I do not flatter him ;” “ He told me (that) he would do it ;” “ As (if) it were.”

9.—Of the *Interjection* : as, “ Oh ! pity and (Oh !) shame.”

PART IV.

PROSODY.

PROSODY treats of punctuation, the true pronounciation of words, and the laws of versification.

PUNCTUATION.

PUNCTUATION is the art of dividing a written composition into sentences, or parts of sentences, by points or stops, for the purpose of marking the different pauses which the sense intended to be conveyed, requires.

The following are the principal stops or marks :—

The Comma, marked ,	The Dash, marked
The Semicolon, ;	The Note of Interrogation, ?
The Colon, :	The Note of Exclamation, !
The Period, .	The Parenthesis, ()

Obs.—The duration of each pause cannot be precisely defined ; for it varies with the time of the whole. The same composition may be rehearsed in quicker or slower time ; but the proportion between the pauses, should be ever invariable.

The Comma represents the shortest pause ; the Semicolon, a pause double that of the comma ; the Colon, double that of the semicolon ; and the Period, double that of the colon.

OF THE COMMA.

The Comma is used to separate those parts of a sentence which, though very closely connected in sense and construction, require a pause between them ; as,

“ David was a brave, wise, and pious man ; ” “ Kings, beggars, all are brethren : ” “ My son, give me thy heart ; ” “ Plutarch calls lying, the vice of slaves ; ” “ Truth is fair and artless, sim-

ple and sincere, uniform and consistent ;” “ Remember thy best friend ; formerly, the supporter of thy infancy ; now, the hope of thy coming years.”

OF THE SEMICOLON.

The Semicolon is used for dividing a compound sentence into two or more parts, not so closely connected as those which are separated by a comma, nor yet so little dependent on each other, as those which are distinguished by a colon ; as,

“ Perform your duty faithfully ; for this will procure for you the blessing of heaven.” “ Everything grows old ; every thing passes away ; every thing disappears.”

OF THE COLON.

A Colon is used to divide a sentence into two or more parts, less connected than those which are separated by a semicolon, but not so independent as to require a period ; as,

“ Nature confesses some atonement to be necessary : the Gospel discovers that the necessary atonement is made.” “ The Scriptures give us an amiable representation of the Deity, in these words : ‘ God is love.’ ” “ If he has not been unfaithful to his king ; if he has not proved a traitor to his country : why is he afraid to confront his enemies.”

OF THE PERIOD.

A Period, or Full Stop, is used, when a sentence is complete and independent, and not connected in construction with the following sentence ; as,

“ Fear God.” “ Honor the king.” “ Have charity towards all men.”

The period should be used after every abbreviated word; as, M.S., P.S., N.B., i. e., inst., ult., Hon., Rev., Dr., &c., etc.

THE DASH.

The Dash is used, where the sentence breaks off abruptly, where a significant pause is required, or where there is an unexpected turn in the sentiment; as,

“His children—but here my heart began to bleed—and I was forced to go on with another part of the portrait.” “Nature instantly ebbed again—the film returned to its place—the pulse fluttered—stopped—went on—throbbod—stopped again—moved—stopped.” “Shall I go on? No.” “Revere thyself:—and yet thyself despise.”

THE NOTE OF INTERROGATION.

The Note of Interrogation is used at the end of an interrogative sentence; that is, when a question is asked; as,

“Who will accompany me?” “Shall we always be friends?”

THE NOTE OF EXCLAMATION.

The Note of Exclamation is used after expressions of sudden emotion, surprise, joy, grief, &c., and also after invocations or addresses; as,

“My friend! this conduct amazes me!” “Bless the Lord, O my soul! and forget not all His benefits!”

OF THE PARENTHESIS.

A Parenthesis is a clause containing some necessary information or useful remark,

introduced into the body of a sentence obliquely, and which may be omitted without injuring the construction; as,

“Know then this truth, (enough for man to know,)
Virtue alone is happiness below.”

“Know ye not, brethren, (for I speak to them that know the law,) how that the law hath dominion over a man as long as he liveth.”

OF THE OTHER MARKS.

The other marks, which are occasionally made use of in composition, are the following:—

The *Apостrophe*, (') is used when a word is abbreviated or shortened; as, 'tis, for *it is*; tho' for *though*; e'en, for *even*; judg'd, for *judged*. Its chief use is to denote the possessive case of nouns; as, “A man's property; a woman's ornament.”

The *Caret*, (△) is placed where some letter or word happens to be left out in writing, and which is inserted over the line. This mark is also called a *Circumflex*, when placed over a particular vowel, to denote a long syllable; as, “Euphrates.”

The *Hyphen*, (-) is used in connecting the parts of compound words; as, “Lap-dog, tea-pot, mother-in-law.” Placed at the end of a line, it shows that one or more syllables of a word are carried forward to the next line.

The *Acute Accent*, (') denotes a short syllable; as, Fáncy. The *Grave*, (à) denotes a long syllable; as, Fàvor.

The proper mark to distinguish a long syllable, is this (ō); as, Rōsy: and a short one, this (ö); as, Fölly. This last mark is called a *Breve*.

A *Diæresis*, thus marked (¨), consists of two points placed over the latter of two vowels that would otherwise make a diphthong, and parts them into two syllables; as, Creätor, aërial.

The *Section* (§) marks the division of a discourse or chapter, into less parts or portions.

The *Paragraph* (§) denotes the beginning of a new subject, or a sentence not connected with the foregoing. This character is chiefly used in the Old and New Testaments.

The *Quotation Points*, thus marked (" "), distinguish words that are quoted or transcribed from another author or speaker in his own words; as, "The proper study of mankind is man."

Crotchets or *Brackets* [] serve to enclose a word or sentence, which is to be explained, or the explanation itself, or which is intended to supply some deficiency, or to rectify some mistake.

The *Index* or *Hand*  points out something remarkable or worthy of particular attention.

The *Ellipsis* ——— denotes the omission of some letters in a word, or of some words in a verse; as, "The k——g," for "the king."

The *Asterisk* (*), the *Obelisk* (†), the *Parallels* (||), and the *Double Dagger* (‡), and sometimes the letters of the alphabet, and the numerical figures, refer to notes in the margin, or at the bottom of the page.

The *Brace* }, is used at the end of a triplet, or three lines of poetry having the same rhyme, or to connect a number of words having one common relation.

CAPITAL LETTERS.

It is proper to begin with a Capital letter,

1. The first word of every book, chapter, letter, note, or any other piece of writing.
2. The first word after a period; and, if the two sentences are *totally independent*, after a note of interrogation or exclamation
3. The appellations of the Deity; as, "God, Jehovah, the Almighty, the Supreme Being, the Lord, Providence, the Messiah, the Holy Spirit."
4. Proper names of persons, places, streets, mountains, rivers, ships; as, "George, New York, Broadway, the Alps, the Hudson, the Roscius."

5. Adjectives derived from the proper names of places; as, "Grecian, Roman, American, English, French, and Italian."

6. The first word of a quotation; as, "Always remember this ancient maxim, 'Know thyself.'" "Our great Lawgiver says, 'Take up thy cross daily, and follow me.'"

The first word of an example may also very properly begin with a capital; as, "Temptation proves our virtue."

7. Every noun and principal word in the titles of books; as, "Webster's Dictionary of the English Language;" "Thomson's Seasons;" "Rollin's Ancient History."

8. The first word of every line in poetry."

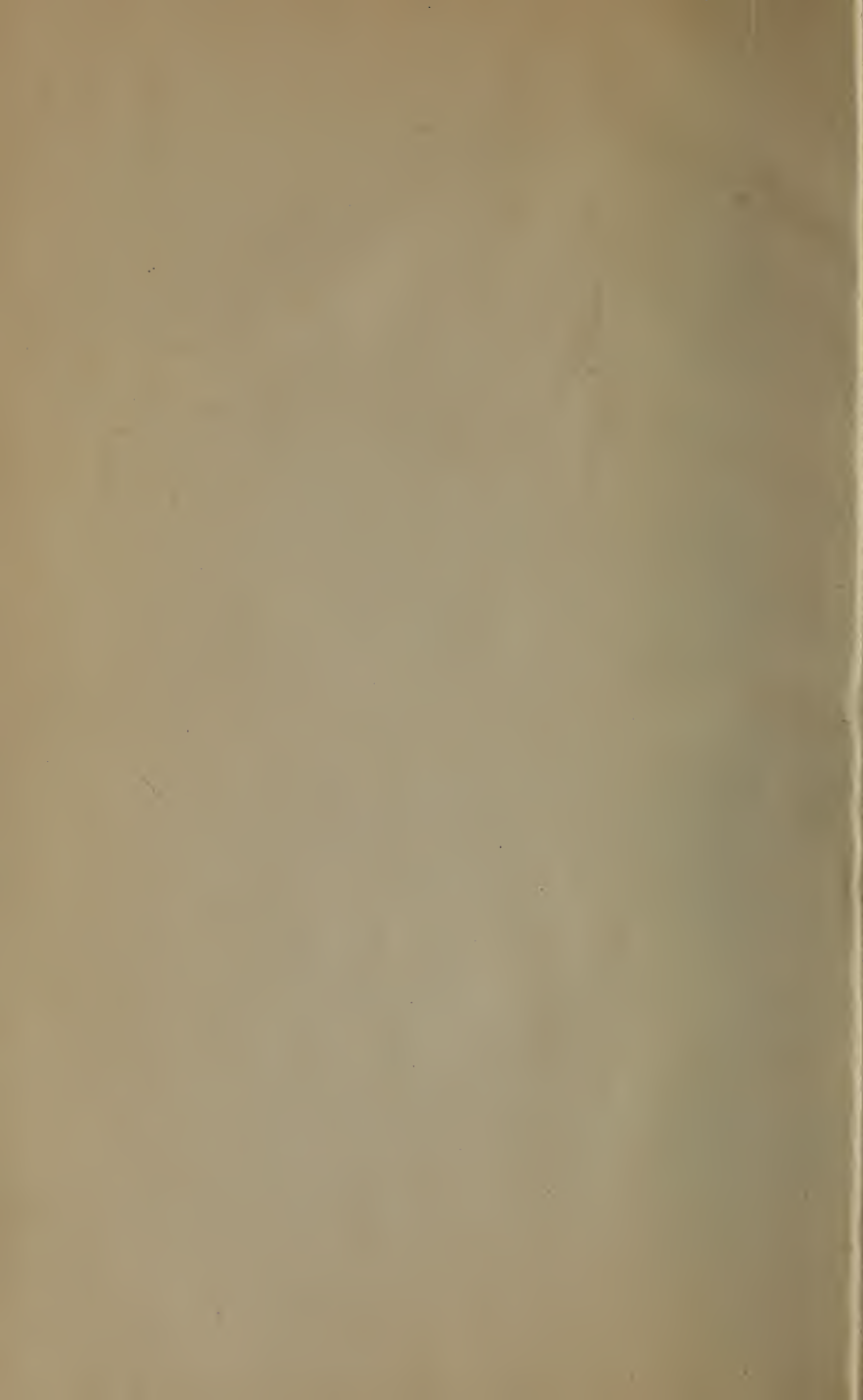
9. The pronoun *I*, and the interjection *O*, are written and printed in capitals; as, "I write;" "Hear, O earth!"

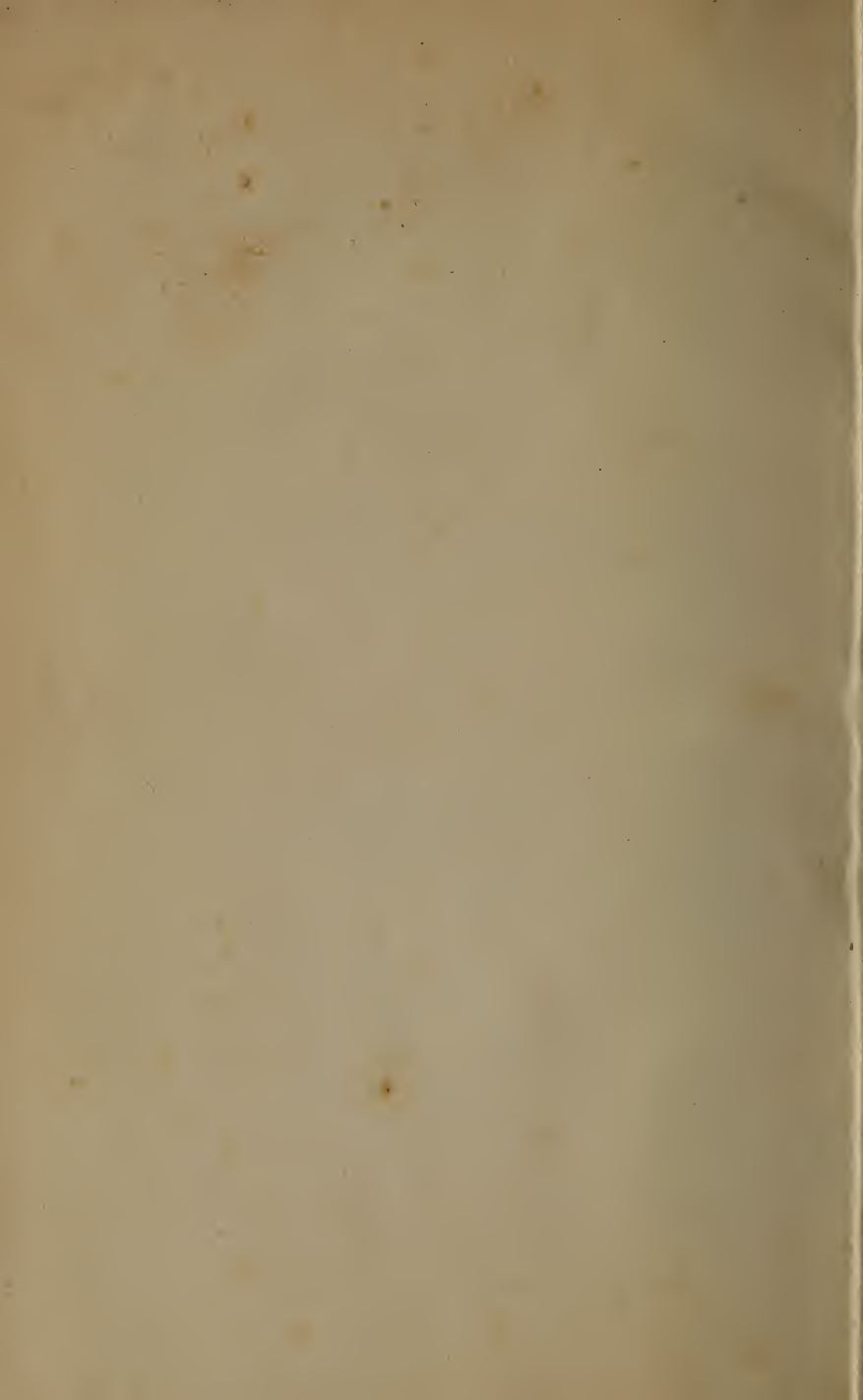
Other words besides the preceding, may begin with capitals, when they are remarkably emphatical, or the principal subject of the composition; as, "The Reformation, the Restoration, the Revolution."

THE END

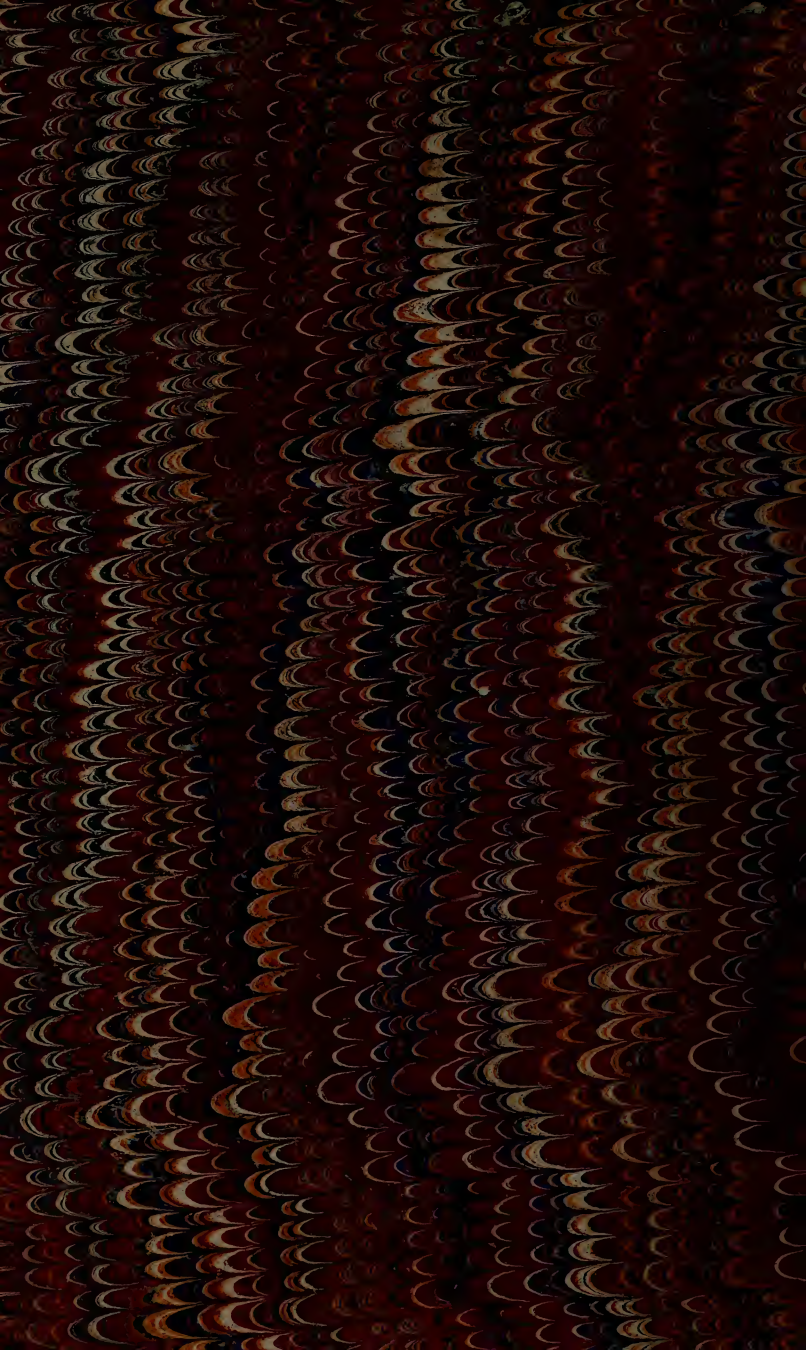
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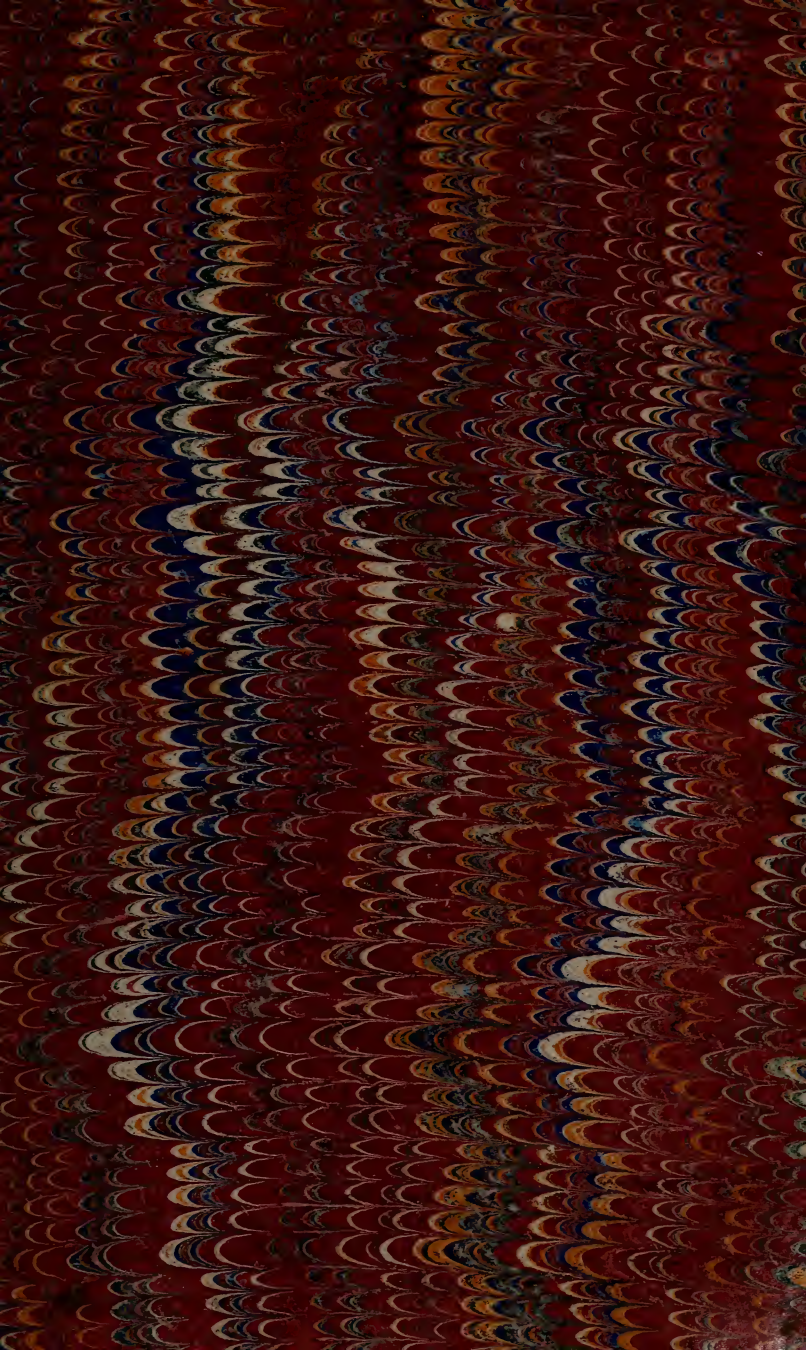
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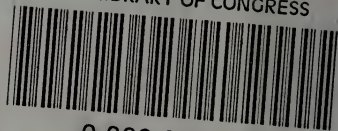








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